S419.-2.1-U

Report to the Governor and the 1991 Legislature

Minnesota Higher Education
Coordinating Board

January 1991

Report to the Governor and 1991 Minnesota Legislature

Minnesota Higher Education Coordinating Board

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Recognizing that education is vital to Minnesota's future, Minnesota public and private post-secondary education promotes the dignity and worth of every individual by providing diverse educational opportunities to those who seek them. Minnesota strives to assure accessible, high quality post-secondary education that results in more effective, productive, contributing citizens in a world of many cultures, rapid change, and unexplored dimensions.

Minnesota Higher Education Coordinating Board

August 10, 1987

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Introduction

This document highlights trends in Minnesota post-secondary education and discusses major policy issues facing the state.

Other documents provide more detailed information on the topics in this report. A companion technical report provides a detailed presentation of the status of Minnesota post-secondary education, summarizes policy issues studied by the Board during the biennium, and reviews programs administered by the Board. The Board's 1992-93 biennial budget request contains information on the Board's initiatives.

Further information on the future needs of Minnesota post-secondary education and plans for meeting them can be found in the M SPAN 2000 (Minnesota Study of Post-Secondary Access and Needs) report available in winter 1991. M SPAN 2000 is a legislatively mandated evaluation of Minnesota's post-secondary education needs through the end of this century.

Also available from the Coordinating Board are individual technical reports and policy studies, and its *1990-91 Management Plan.*

Trends

Participation

An estimated 89% of Minnesota high school graduates enroll in some form of post-secondary education within six years of completing high school...

Minnesotans place a high value on post-secondary education. Both parents and students have high educational expectations and aspirations. Thus, it is not surprising that Minnesota is a national leader in high school graduation rates and college participation.

In 1988, Minnesota's high school graduation rate of 90.9 percent was the highest among the 50 states and the District of Columbia.

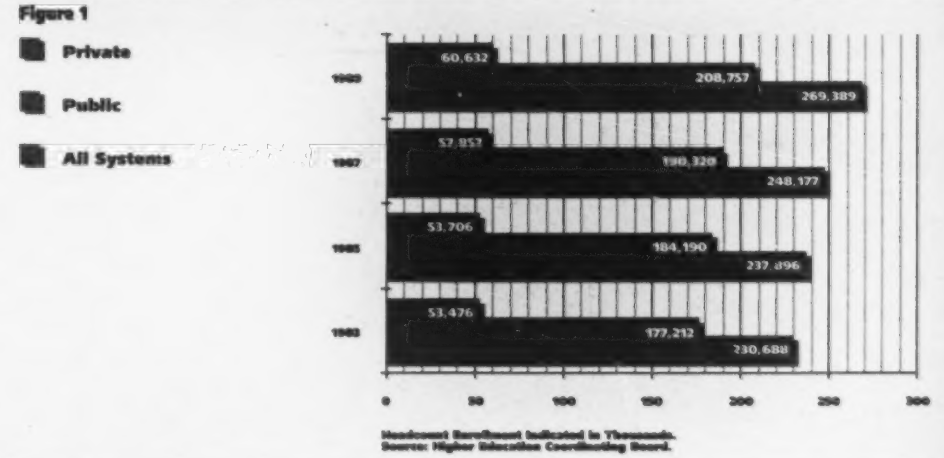
In 1988, about 57.7 percent of Minnesota's new high school graduates attended a post-secondary institution the fall following graduation. About 51 percent attended in Minnesota, or reciprocity institutions. The remainder attended other institutions. Nationally, estimates reported by American College Testing (ACT) indicate that 58.9 percent of 1988 high school graduates attended post-secondary institutions the following fall.

Of Minnesota students who started high school in 1984, 90.9 percent completed high school in 1988 and, of all those who started high school, about 52 percent enrolled in post-secondary education in fall 1988. In contrast, nationally, 71.1 percent of those who started high school completed, and an estimated 42 percent of those who started high school continued post-secondary education the fall after high school graduation.

An estimated 89 percent of Minnesota high school graduates enroll in some form of post-secondary education, either full-time or part-time, within six years of completing high school.

Post-secondary education enrollment continued to grow between 1983 and 1989, despite decreases in the numbers of high school graduates. Between fall 1983 and 1989, headcount enrollment increased by 16.8 percent, from 230,688 to 269,389, as shown in *Figure 1*. Enrollment in public institutions increased by 17.8 percent, and enrollment in private institutions increased by 13.4 percent.

Figure 1

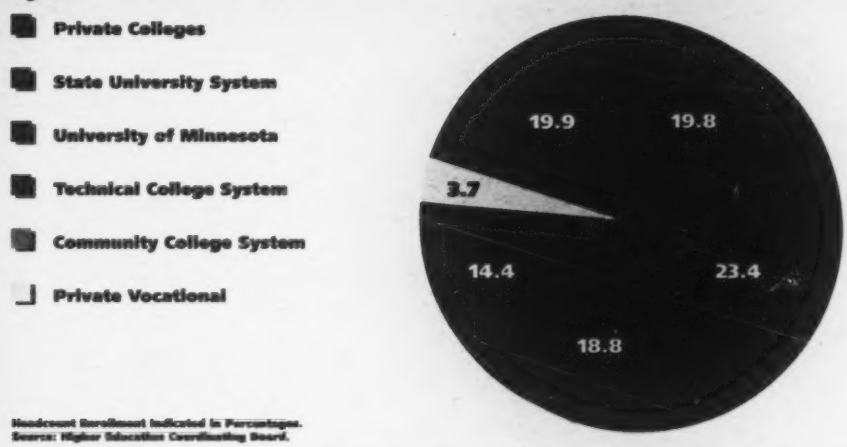


Headcount Enrollment Indicated in Thousands.
Source: Higher Education Coordinating Board.

As shown in *Figure 2*, 22.5 percent of the students attended private institutions in fall 1989, and 77.5 percent attended public institutions. The largest proportion, 23.4 percent, attended state universities. Fall 1990 headcount enrollment increased 2.2 percent over 1989, according to preliminary figures.

Fall 1990 headcount enrollment increased 2.2 % over 1989...

Figure 2

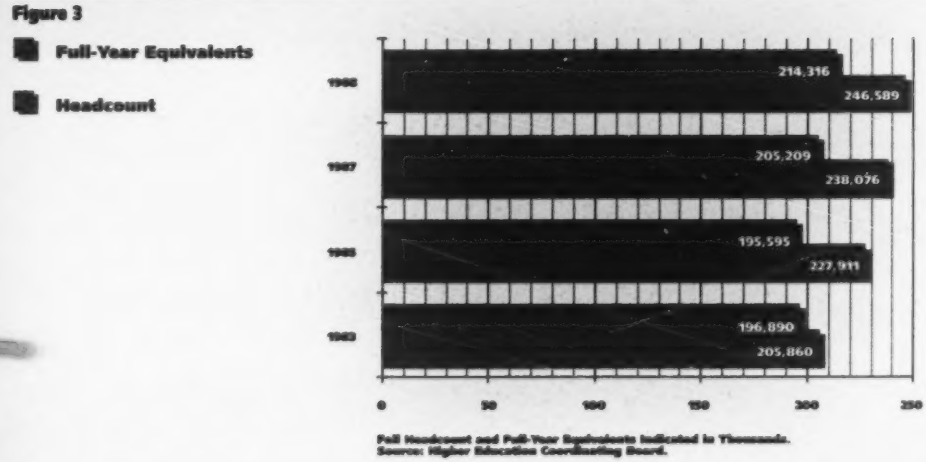


Headcount Enrollment Indicated in Percentages.
Source: Higher Education Coordinating Board.

During the period, full-year equivalent (FYE) enrollments, like headcount enrollments, grew significantly*. Between 1983 and 1988, fall headcount enrollment increased 19.8 percent, from 205,860 to 246,589, while FYE increased by 8.8 percent, from 196,890 to 214,316. These headcount figures are lower than those in *Figure 1* because they exclude private vocational schools.

Between 1983 and 1988, fall headcount enrollment increased 19.8%, while full-year equivalent enrollment increased by 8.8%...

Figure 3



Fall Headcount and Full-Year Equivalents Indicated in Thousands.
Source: Higher Education Coordinating Board.

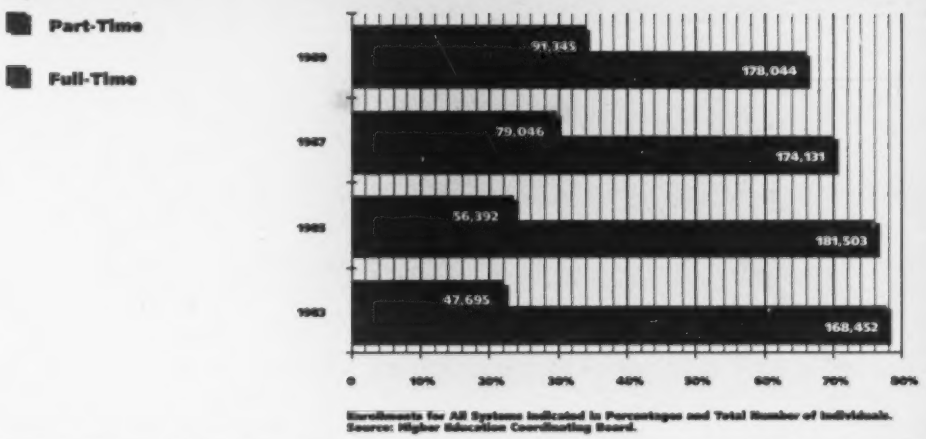
*Full-year equivalent enrollments represent the most accurate measure of instructional volume at an institution. State funding to institutions is based on FYE enrollments. Headcount enrollment represents the number of students on campus, including those attending full-time and part-time. FYE enrollment counts are calculated by dividing the total number of credit hours generated in that year by the normal full-time credit hour load at an institution. Average daily memberships (ADM) are counted for public technical colleges. They are based on clock hours of instruction. One ADM receives 1,050 hours of instruction.

Student Profile

Between 1983 and 1989, full-time enrollment grew by 5.7, while part-time enrollment increased by 91%...

Part-time enrollment continued to increase dramatically during the 1980s, accounting for much of the overall growth in the state's higher education enrollment. Part-time enrollment made up 22.1 percent of total headcount enrollment in 1983 and 33.9 percent in 1989. Between 1983 and 1989, full-time enrollment grew by 5.7 percent, from 168,452 to 178,044, while part-time enrollment increased by 91 percent, from 47,695 to 91,345, as seen in *Figure 4*.

Figure 4

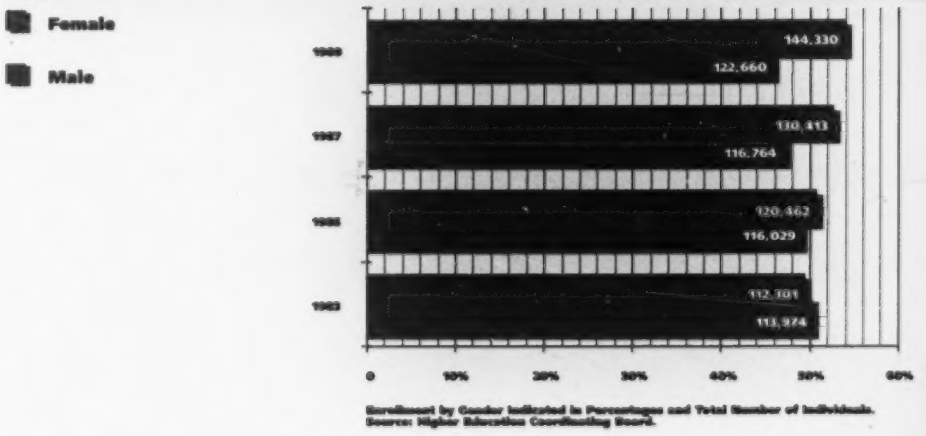


Enrollments for All Systems Indicated in Percentages and Total Number of Individuals.
Source: Higher Education Coordinating Board.

...the number of females increased by 28.5%, while enrollment of males increased by 7.6%...

Female enrollment also continued to increase during the decade, reaching a high of 54.1 percent in 1989, as shown in *Figure 5*. Between 1983 and 1989, the number of females increased by 28.5 percent, from 112,301 to 144,330, while enrollment of males increased by 7.6 percent, from 113,974 to 122,660.

Figure 5

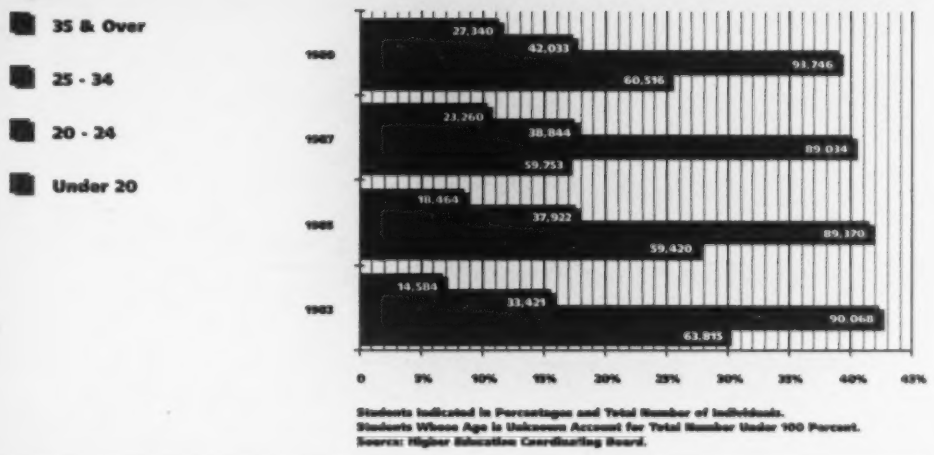


Enrollment by Gender Indicated in Percentages and Total Number of Individuals.
Source: Higher Education Coordinating Board.

The proportion of older students enrolling in Minnesota post-secondary education continued to increase significantly during the 1980s, another factor contributing to the overall enrollment growth. In 1983, 30 percent of the undergraduate enrollment was under age 20; in 1989, 25.2 percent was under age 20. The proportion of students age 20 to 24 also declined, from 42.4 percent in 1983 to 39 percent in 1989. Meanwhile, the proportion of students aged 25 to 34 increased from 15.7 percent in 1983 to 17.5 percent in 1989. And the proportion of students 35 and over increased from 6.9 percent to 11.4 percent, as seen in *Figure 6*.

The proportion of students aged 25 to 34 increased from 15.7 % in 1983 to 17.5 % in 1989. The proportion of students 35 and over increased from 6.9 % to 11.4 %...

Figure 6

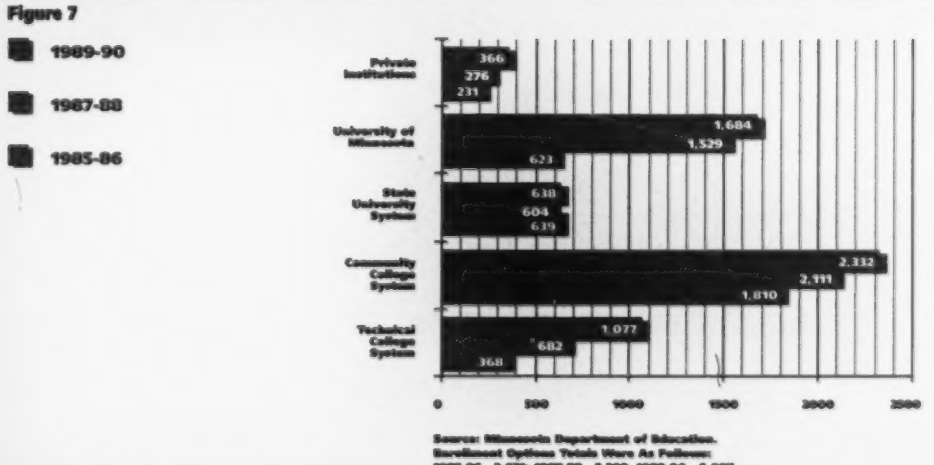


Students Indicated in Percentages and Total Number of Individuals.
Students Whose Age is Unknown Account for Total Number Under 100 Percent.
Source: Higher Education Coordinating Board.

Enrollment of high school students continued to grow under the Post-Secondary Enrollment Options Program, which began in 1985-86. The program allows high school juniors and seniors to enroll tuition free at post-secondary education institutions. Enrollment in the options program, as indicated in *Figure 7*, totaled 3,671 the first year and increased to 6,097 in 1989-90.

Enrollment in the Post-Secondary Enrollment Options Program grew by 66% between 1985 -1986 and 1989-90...

Figure 7

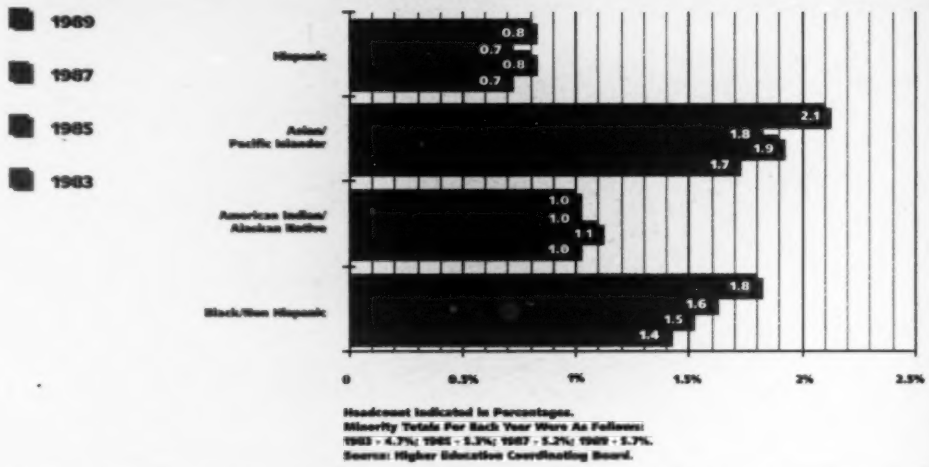


Source: Minnesota Department of Education.
Enrollment Options Totals Were As Follows:
1985-86 - 3,671; 1987-88 - 5,382; 1989-90 - 6,097.

Enrollment of minority students increased by 39.2 % between fall 1983 and 1989, while enrollment of white students grew by 12.7 %...

Enrollment of minority students increased by 39.2 percent between fall 1983 and 1989, while enrollment of white students grew by 12.7 percent. Minority enrollment as a percentage of total enrollment increased from 4.7 percent in 1983 to 5.7 percent in 1989, as seen in *Figure 8*. Between 1983 and 1989, enrollment increases were 48.3 percent for blacks, 18.2 percent for American Indians, 42.4 percent for Asian Pacific Islanders, and 42.9 percent for Hispanics.

Figure 8



Headcount Indicated in Percentages.
Minority Totals For Each Year Were As Follows:
1983 - 4.7%; 1985 - 5.3%; 1987 - 5.2%; 1989 - 5.7%.
Source: Higher Education Coordinating Board.

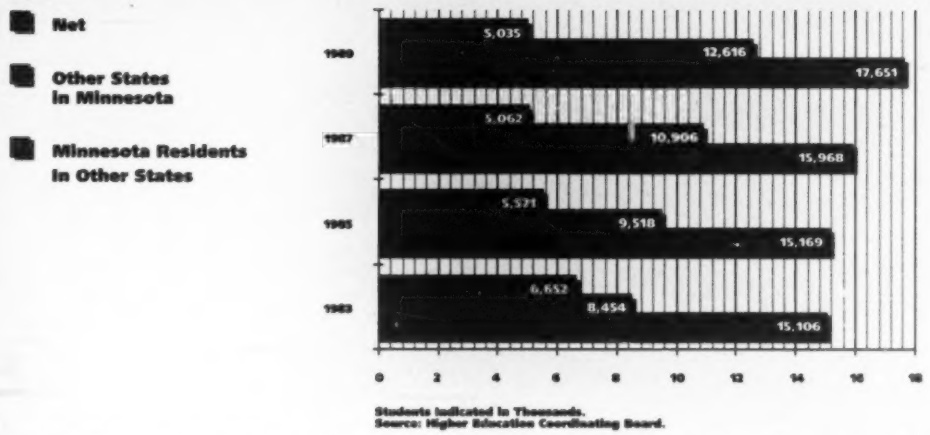
Slightly more students enter the state to attend post-secondary education institutions than leave it...

Slightly more students enter the state to attend post-secondary education institutions than leave it. National data show that 13,259 nonresidents entered Minnesota institutions in fall 1988 while 12,350 Minnesota residents left Minnesota to attend institutions in other states.

Overall participation in tuition reciprocity programs by students from the Dakotas, Wisconsin, Minnesota, and Iowa increased by 6,707 between 1983 and 1989. The number of Minnesota residents attending institutions in reciprocity states increased by 16.8 percent between 1983 and 1989. Meanwhile the number of students from neighboring states attending Minnesota institutions grew by 49.2 percent. In 1989, 17,651 Minnesota students attended institutions in neighboring states under reciprocity, and 12,616 students from those states attended eligible Minnesota institutions. The net outflow from Minnesota to neighboring states declined by 1,617 students during the period, or 24.3 percent, as seen in *Figure 9*.

Minnesota residents attending institutions in reciprocity states increased by 16.8% between 1983 and 1989. The number of students from neighboring states attending Minnesota institutions grew by 49.2%...

Figure 9



Students indicated in Thousands.
Source: Higher Education Coordinating Board.

Enrollment Outlook

The enrollment growth of the past decade occurred despite a decrease in the number of high school graduates. The number of high school graduates peaked at 72,518 in 1978, then declined by 21.6% to 56,845 in 1989...

The enrollment growth of the past decade occurred despite a decrease in the number of high school graduates. The number of high school graduates peaked at 72,518 in 1978, then declined by 21.6 percent to 56,845 in 1989.

Despite the drop in high school graduates, enrollment increased in the 1990s for several reasons.

Trends in enrollments of nonresidents.
Between 1983 and 1988, enrollment of nonresidents in the state universities and community colleges grew by a greater percentage than increases in resident enrollments. At the University of Minnesota, nonresident enrollments increased while resident enrollment decreased. In the Technical College System, both nonresident and resident enrollments decreased; however, nonresident enrollments decreased at a greater rate.

Trends in persistence.
Both persistence and the total number of new entering students within the state universities and community colleges increased between 1983 and 1987. More students are coming and more are staying. Persistence at technical colleges decreased, while the reported number of new entering students fluctuated. Persistence within the University of Minnesota increased while the number of new entering freshmen decreased. Fewer students are coming, but more are staying*

Trends by Age and Level of Instruction.
The number of students age 35 and older in the community colleges and state universities doubled between 1983 and 1988, and the number of students age 25 to 34 increased by about 50 percent. The number of younger students also increased, compounding the overall enrollment growth. In contrast, the technical colleges and University of Minnesota had fluctuating or decreasing enrollments. Modest increases in the number of older students in these systems were partially offset by larger decreases in the number of younger students.

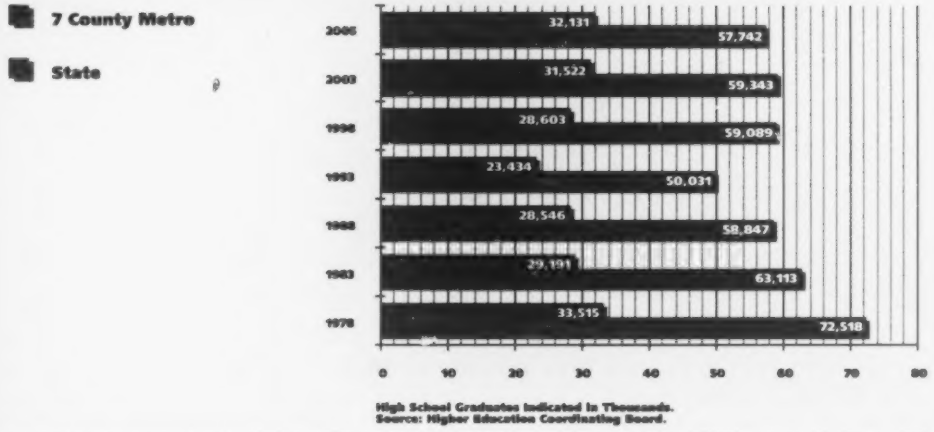
Trends in minority enrollment.
Minority enrollment increased by almost 40 percent between 1983 and 1989, thus contributing significantly to the overall enrollment growth.

*Persistence is measured by the percent of reported first-time new entering students who are enrolled in the second and fourth years following initial registration.

Outlook.
Despite these factors, the decrease in number of new high school graduates is expected to produce a drop in total post-secondary education enrollments during the first half of the 1990s. By 1992, the number of new high school graduates statewide is projected to be 48,667, which is 17 percent below the actual number of 58,847 in 1988. Following 1992, the projected number of high school graduates increases so that by the year 2000, they total about 60,500, or 3 percent above the 1988 figure, as seen in *Figure 10.*

The decrease in the number of new high school graduates is expected to produce a drop in total post-secondary education enrollments during the first half of the 1990s...

Figure 10

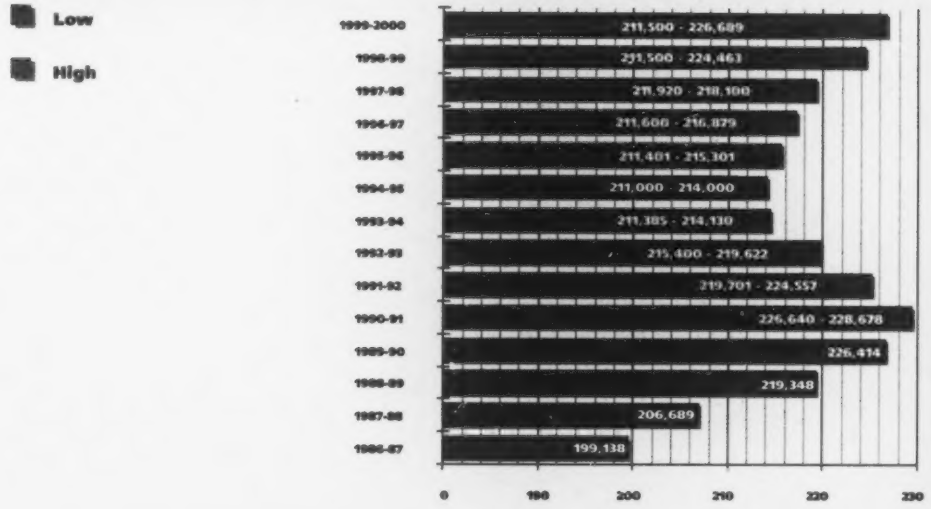


High School Graduates Indicated in Thousands.
Source: Higher Education Coordinating Board.

Total public post-secondary education enrollments, as noted in *Figures 11A and 11B*, are expected to increase until 1990-91, and decrease until 1994-95 before increasing until the end of the decade, according to the Coordinating Board outlook. The outlook contains a high and a low figure.

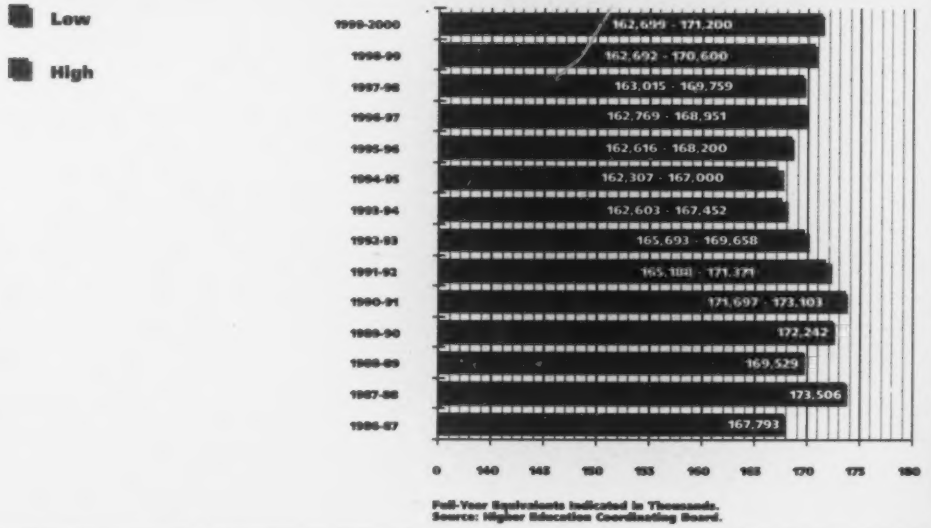
Total public post-secondary education enrollments are expected to increase until 1990-91, and decrease until 1994-95 before increasing until the end of the decade...

Figure 11A



Fall Headcount Highs and Lows Indicated in Thousands.
Source: Higher Education Coordinating Board.

Figure 11B



Full-Year Equivalents Indicated in Thousands.
Source: Higher Education Coordinating Board.

On the high side, total fall headcount in the four public systems is seen decreasing by 6.4 percent, from about 228,678 in 1990-91 to 214,000 in 1994-95, and then rising 5.9 percent to 226,689 in 1999-2000. On the low side, headcount falls by 6.9 percent, from 226,640 in 1990-91 to 211,000 in 1994-95, then increases by four-tenths of a percent to 211,920 in 1997-98. These patterns are fairly similar for all four systems.

The outlook for full-year equivalent enrollments calls for, on the high estimate, a decrease of 3.5 percent from about 173,103 in 1990-91 to 167,000 in 1994-95, and then an increase of 2.5 percent to 171,200 in 1999-2000. The low estimate has enrollment declining by 5.5 percent from about 171,697 in 1990-91 to 162,307 in 1994-95, and then increasing four-tenths of a percent to 163,015 in 1997-98.

Based on the high outlook, full-year equivalents will drop by about 2 percent between 1990 and 1993-94 in the Technical College System, Community College System, and State University System before increasing again. On the low side, the decrease will be about 5 percent.

University of Minnesota enrollments will decrease by more than 2 percent between 1990-91 and 1995-96, before rising about 4 percent by 1999-2000. The outlook for stable or decreasing enrollments reflects a longer-term trend toward higher educational attainment among the state's population. As educational attainment rates increase, the proportion of the population without post-secondary education decreases. This will create a smaller pool of older adults seeking initial post-secondary education. Lifelong or continuing education, even if it expands, will not generate the same quantity of instructional activity as degree programs because individuals pursue it less intensely and predictably.

Despite thoughtful analyses of recent enrollment trends, future enrollments are subject to many unknowable factors. These may include economic conditions, availability of student financial aid, institutional capacity, institutional admission policies, and enrollment policies in neighboring states.

Total fall headcount in the four public systems, on the high side, is seen decreaseing by 6.4% from about 228,678 in 1990-91 to 214,000 in 1994-95, and then rising 5.9% to 226,689 in 1999-2000...

Investment

The state's overall investment in post-secondary education has increased significantly since 1978; the impact, however, has been diminished by the need to serve record numbers of students and by the effects of inflation...

The state's overall investment in post-secondary education has increased significantly since 1978; the impact, however, has been diminished by the need to serve record numbers of students and by the effects of inflation.

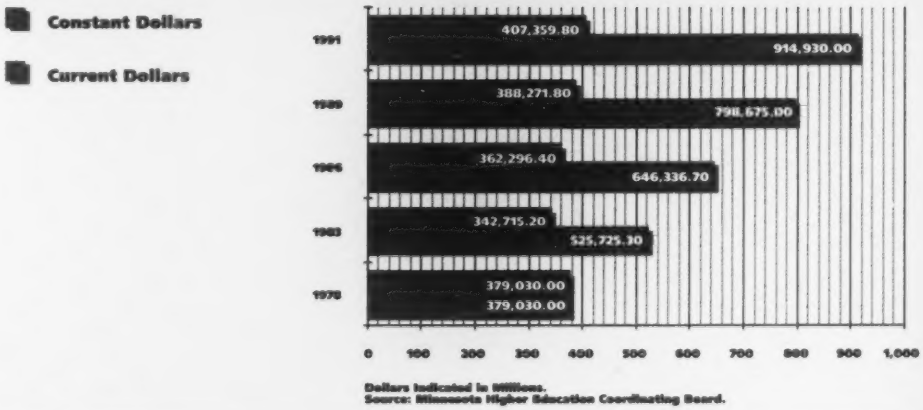
The state's financing policies have three components. Average cost funding is used to suggest state instructional appropriation levels for each public post-secondary system; the policy relates state funding for each system to the number of students served and the system's cost of serving those students. The direct appropriation to the University of Minnesota, State University System, and Community College System is to equal 67 percent of the estimated total cost of instruction; for the technical colleges it is to equal at least 67 percent. Remaining needs for instruction are to be met by tuition and other revenue sources.

The state's cost related tuition policy relates price to the cost of providing instructional services, specifies a reasonable sharing of costs between the state and students, and treats all collegiate students and systems equitably. Price is what students are charged in tuition and fees. Cost is the actual expenditures an institution incurs to provide instruction and includes expenditures for direct and support programs.

Total state appropriations increased by 141.4 percent between Fiscal Years 1978 and 1991, from $379 million to an estimated $914.9 million.

In constant dollars, however, the increase was 7.5 percent, as shown in *Figure 12*. Full-year equivalent enrollment during the period increased by 18.6 percent.

Figure 12



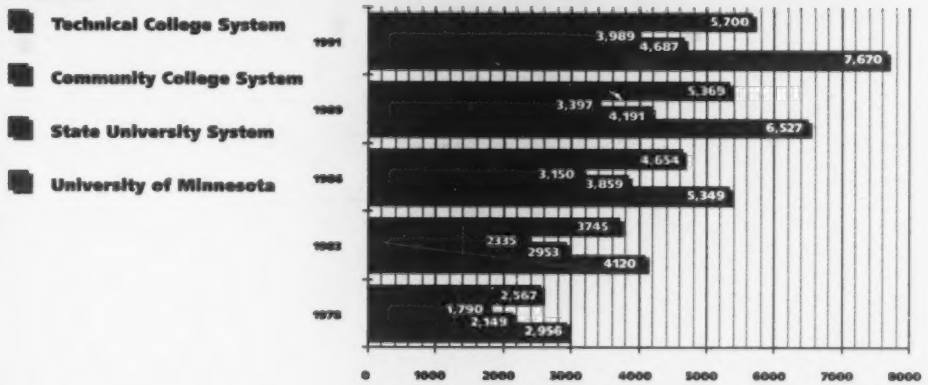
Dollars indicated in Millions.
Source: Minnesota Higher Education Coordinating Board.

Due largely to the enrollment increases and the two-year lag in funding enrollment growth under the state's policy of supporting public post-secondary education systems, average instructional expenditures per full-time student, adjusted for inflation, have decreased in three of the four systems between 1978 and 1991.

Average instructional expenditures per student in constant dollars decreased by 5.6 percent in the State University System, 3.6 percent in the Community College System, and 3.9 percent in the Technical College System, as seen in *Figure 13B*. Instructional expenditures per student increased by 12.3 percent in the University of Minnesota which had reduced enrollments.

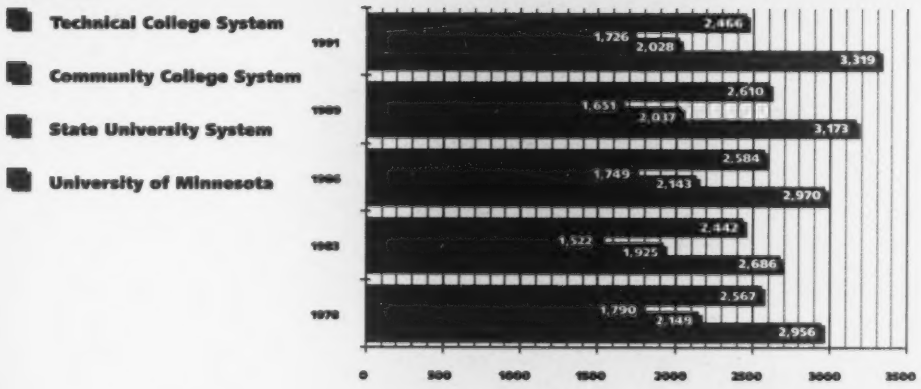
Average instructional expenditures per full-time student, adjusted for inflation, have decreased in three of the four systems between 1978 and 1991.

Figure 13A



Figures For 1991 Have Been Estimated.
Source: Higher Education Coordinating Board.

Figure 13B

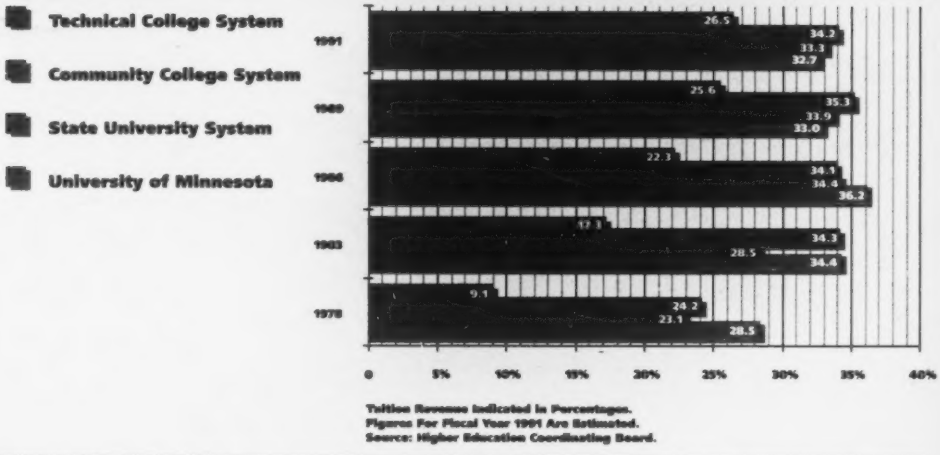


1991 Figures Have Been Estimated.
The Constant Dollar Percentage Changes Since 1978 Were As Follows:
University of Minnesota - 12.3% Increase; State University System - 5.6% Decrease
Community College System - 3.6% Decrease; Technical College System - 3.9% Decrease.
Source: Higher Education Coordinating Board.

Tuition and fee revenue continues to be a major source of support for instruction, as shown in *Figure 14*. Tuition revenue supported 33.0 percent of instructional expenditures at the University of Minnesota in Fiscal Year 1989, 33.9 percent in the State University System, 35.3 percent in the Community College System, and 25.6 percent in the Technical College System. Small decreases in these percentages are estimated for Fiscal Year 1991.

Between 1981 and 1991, tuition and fee increases exceeded increases in Minnesota per capita income in constant dollars...

Figure 14



Tuition Revenue Indicated in Percentages.
Figures For Fiscal Year 1991 Are Estimated.
Source: Higher Education Coordinating Board.

Between 1971 and 1991, however, constant dollar tuition and fee increases were somewhat more in line with increases in Minnesota per capita income...

Between 1988 and 1991, increases in Minnesota per capita income in constant dollars exceeded tuition and fee increases in the two-year colleges...

Price

Of concern to students and families is whether they will be able to afford post-secondary education.

- Between 1981 and 1991, tuition and fee increases exceeded increases in Minnesota per capita income, adjusted for inflation. Constant dollar per capita income increased by 20.8 percent; however, constant dollar tuition and fees rose by 41.9 percent in the University of Minnesota's College of Liberal Arts, 43.4 percent in the College of Natural Resources, 77.4 percent in the State University System, 49.3 percent in the Community College System, 158.8 percent in the Technical College System, and 76.3 percent in the private colleges.

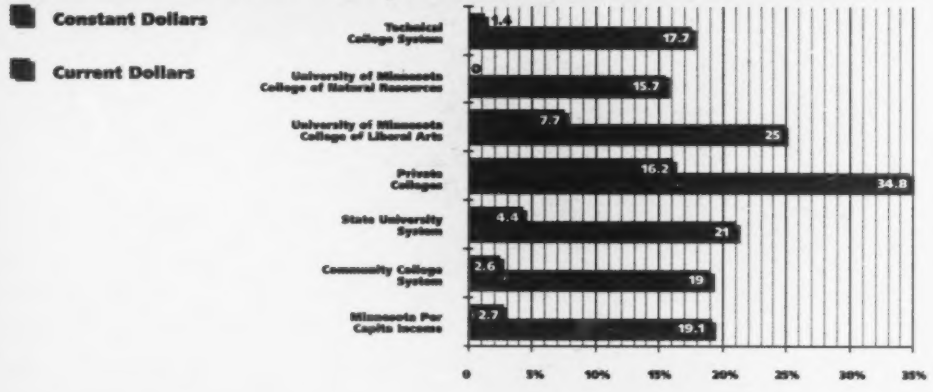
- Between 1971 and 1991, however, constant dollar tuition and fee increases were somewhat more in line with increases in Minnesota per capita income. Per capita personal income in constant dollars increased by 43.3 percent. Tuition and fees increased by 49 percent in the University of Minnesota's College of Liberal Arts, 65.3 percent in the College of Natural Resources, 55.8 percent in the State University System, 23.5 percent in the Community College System, and 77.8 percent in the private colleges. The technical colleges did not charge resident tuition until 1979.

- Between 1988 and 1991, increases in Minnesota per capita income in constant dollars exceeded tuition and fee increases in the community colleges, technical colleges, and the University of Minnesota College of Natural Resources.

Per capita income grew 2.7 percent during the four years while tuition and fees increased 2.6 percent in the Community College System, and 1.4 percent in the Technical College System. Tuition and fees did not increase in the University of Minnesota College of Natural Resources. Tuition and fee increases in the state universities, 4.4 percent, private colleges, 16.2 percent, and the University of Minnesota College of Liberal Arts, 7.7 percent, exceeded the per capita increase (*Figures 15 & 16*).

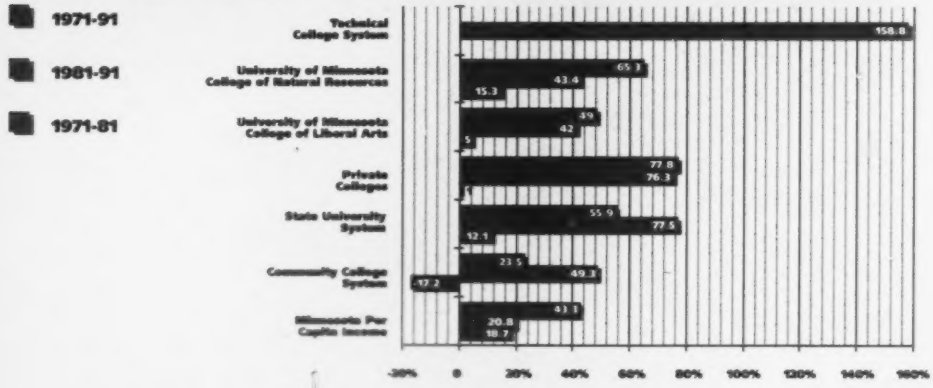
Tuition and fee increases, in constant dollars, in the state universities, 4.4 percent, private colleges, 16.2 percent, and the University of Minnesota College of Liberal Arts, 7.7 percent, exceeded the per capita increase between 1988 and 1991.

Figure 15 - Comparison to Minnesota Per Capita Personal Income 1988-91 in Current and Constant Dollars



Current and Constant Dollars indicated in Percentages.
Source: Higher Education Coordinating Board.

Figure 16 - Comparison to Minnesota Per Capita Personal Income in Constant Dollars, 1971-81 and 1981-91



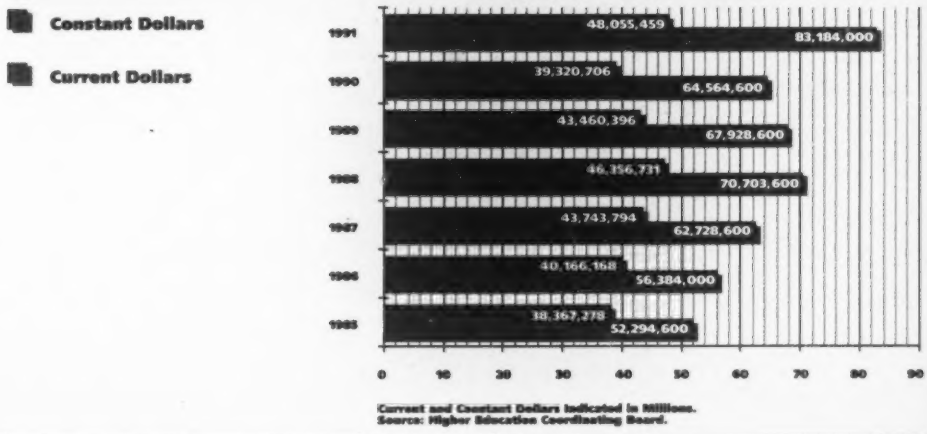
Constant Dollars indicated in Percentages.
Source: Higher Education Coordinating Board.

Financial Aid

To help offset tuition increases for needy students, the state has increased funding for financial aid. Between Fiscal Years 1985 and 1991, funding for state grant and work programs increased by 59 percent, from $52.3 million to $83.2 million. In constant dollars, the increase was 25 percent, as seen in *Figure 17*.

Between Fiscal Years 1985 and 1991, funding for state grant and work programs increased by 59% from $52.3 million to $83.2 million. In constant dollars, the increase was 25%...

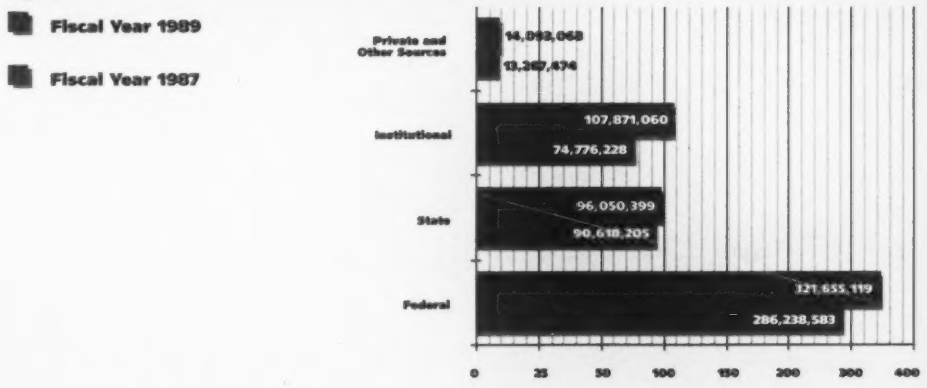
Figure 17



Current and Constant Dollars Indicated in Millions.
Source: Higher Education Coordinating Board.

In Fiscal Year 1989, financial aid totaling $540 million helped students and families afford the school of their choice; this was up 16 percent from the $465 million available in Fiscal Year 1987, as shown in *Figure 18*. The largest source of funding was the federal government, followed by colleges, the state, and private and other sources.

Figure 18

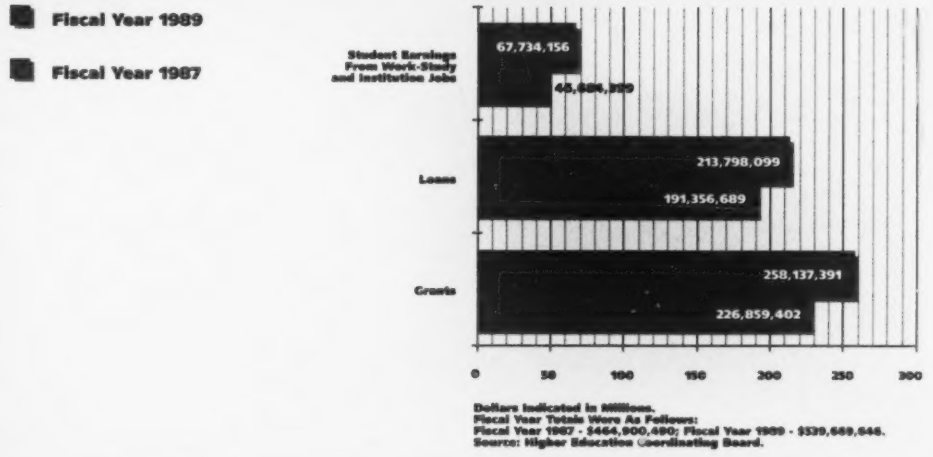


Dollars Indicated in Millions.
Fiscal Year Totals Were As Follows:
Fiscal Year 1987 - $464,900,490; Fiscal Year 1989 - $539,069,644.
Source: Higher Education Coordinating Board.

In Fiscal Year 1989, almost 80,000 Minnesota undergraduate students received $104 million in Pell grants, compared to 60,000 students and $78 million in 1987. In Fiscal Year 1989, Minnesota students received $187 million in federal loans, compared to about $180 million two years earlier. Grants were the most prevalent type of assistance followed by loans, and student earnings, as seen in *Figure 19*. Despite the increased funding for financial aid, students are losing ground in their ability to pay for higher education because of an inadequate living and miscellaneous expense allowance used in the State Grant Program.

Of the $986.6 million appropriated in Fiscal Year 1990 for post-secondary education, 92.8% funded operations in the four public systems, while 6.0% funded student financial aid. The remaining funds supported statewide programs and coordination...

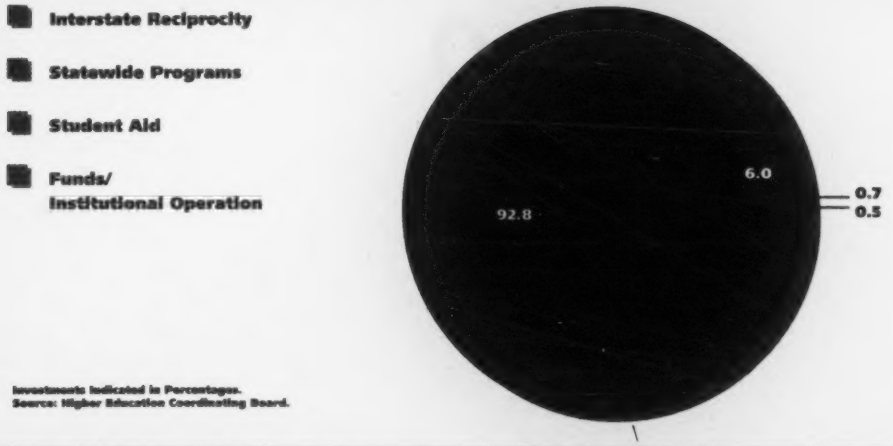
Figure 19



Dollars Indicated in Millions.
Fiscal Year Totals Were As Follows:
Fiscal Year 1987 - $464,900,490; Fiscal Year 1989 - $539,669,646.
Source: Higher Education Coordinating Board.

Of the $986.6 million appropriated in Fiscal Year 1990 for post-secondary education, 92.8 percent funded operations in the four public systems, while 6.0 percent funded student financial aid, as seen in *Figure 20*. The remaining funds supported statewide programs and coordination such as the Coordinating Board, the MINITEX Library Information Network and interstate tuition reciprocity.

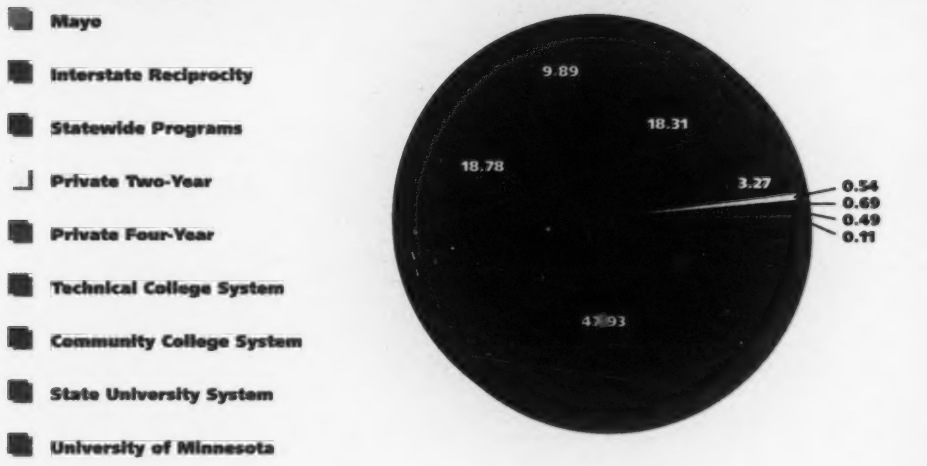
Figure 20



Investments Indicated in Percentages.
Source: Higher Education Coordinating Board.

When both appropriations for institutional operations and financial aid are included, as shown in *Figure 21*, the distribution is as follows: University of Minnesota, 47.9 percent; State University System, 18.8 percent; Technical College System, 18 percent; Community College System, 9.9 percent; private four-year institutions, 3.3 percent; private two-year colleges, 0.54 percent; statewide programs and coordination, 0.69 percent; interstate reciprocity, 0.49 percent; and Mayo Medical School, 0.11 percent.

Figure 21 - Fiscal Year 1990



Investments Indicated in Percentages.
Source: Higher Education Coordinating Board.

Introduction

Five themes stand out as policymakers and the higher education community proceed into the 1990s. They are:

- quality of higher education.
- access to higher education.
- funding.
- mission, cooperation, and governance.
- strategic planning.

This chapter summarizes issues related to these themes and raises questions for the higher education community and policymakers to address in 1991.

Quality

During the 1980s, across the nation, issues of accountability and educational improvement resulted in state and campus initiatives designed to ascertain the quality of post-secondary education...

During the 1980s, across the nation, issues of accountability and educational improvement resulted in state and campus initiatives designed to ascertain the quality of post-secondary education. Previous definitions of quality that often focused on input measures, like the number of National Merit scholars, the size of the endowment, the amount of research grants awarded faculty, the preparation level of faculty, or the number of volumes in the library were replaced. Instead, policymakers and educators sought outcome measures, information about what knowledge, skills, and values students had obtained as a result of their college experience.

Quality Assessment

In 1987, the Minnesota Legislature created a Task Force on Post-Secondary Education Quality Assessment and mandated the development of pilot projects to demonstrate the uses of *quality assessment* in improving education. This statewide effort has elevated quality concerns among policymakers and the post-secondary education community.

In addition to the establishment of pilot projects in each public system and the private post-secondary education sectors, the systems have embarked on complementary efforts to promote quality.

Examples of policies and programs that build upon or complement the Coordinating Board's quality assessment initiatives include the Access to Excellence Program at the University of Minnesota, in particular the portion focusing on improvement in undergraduate education; the State University System's *Quality on the Line: Q7 Report* and subsequent activities; the Student Success Initiative of the Community College System; and the Technical College System's course restructuring and move to seek post-secondary accreditation by the North Central Association.

The 1990s will be a decade of continuing focus on issues of quality...

Total Quality Management Approach

The 1990s will be a decade of continuing focus on issues of quality. In business, industry and human services, increasing quality concerns have resulted in use of an approach known as *Total Quality Management (TQM)*. The establishment of the national Malcolm Baldridge Award and, more recently, the development of a Minnesota Quality Award, indicate the growing interest in promoting quality in general and the TQM approach specifically. The principles of TQM also appear to have many applications in the education sector.

Another emerging issue that grows out of both the TQM model and a more traditional view of ways to improve post-secondary education is *human resource development*. In the Total Quality Management approach, a key aspect is empowering employees with the knowledge and skills needed to perform their jobs. In higher education, faculty are at the heart of the enterprise and among the most valuable assets. Providing opportunities for faculty to grow and develop as teachers is a key ingredient to improving the quality of undergraduate education.

Agenda for 1991
In 1991, policymakers and post-secondary educators need to:

- Complete the quality assessment pilots and disseminate the results so that the best features may be adopted and used on other campuses;
- Explore ways to apply the Total Quality Management approach to post-secondary education;
- Focus discussion on ways to enhance the teaching/learning process, recognizing the value of staff development;
- Support a continuing commitment to quality, recognizing that quality improvements are long term and require sustained support and commitment.

Providing opportunities for faculty to grow and develop as teachers is a key ingredient to improving the quality of undergraduate education...

Access

While it never has been easy for Minnesotans to pursue post-secondary education, it has been possible as a result of the state's strong support for financial aid...

Unless the state's financial aid policy is funded adequately for the 1992-93 biennium, financial access to Minnesota post-secondary education could be threatened...

A fundamental state goal is to ensure that all residents, regardless of their economic situation, have an equal opportunity to pursue a post-secondary education that can best meet their educational needs. This chapter summarizes several aspects of the access issue. Access for Minnesota residents is the focus of the Minnesota Study of Post-Secondary Access and Needs *(M SPAN 2000)* which will be submitted to the 1991 Legislature in March.

Financial Access

While it never has been easy for Minnesotans to pursue post-secondary education, it has been possible as a result of the state's strong support for financial aid. Further, current evidence shows that tuition increases have not eroded access to post-secondary education in Minnesota.

Concerns have arisen, however, that unless the state's financial aid policy is funded adequately for the 1992-93 biennium, financial access to Minnesota post-secondary education could be threatened.

Design for Shared Responsibility

Minnesota's student financial aid policy (the Design for Shared Responsibility), adopted in 1983 as part of the state's integrated set of financing policies, targets assistance to students from families that need the most help to afford the costs of attending a post-secondary institution.

In Fiscal Year 1990, for example, 46,523 students received $54.6 million from the State Grant Program. Almost half (48.5 percent) came from families with incomes under $20,000. These students received 44.9 percent of the $54.6 million. Slightly over a fourth (26.4 percent) of the recipients came from families with incomes between $20,000 and $30,000, and they received 27.7 percent of the money.

The policy assigns specific responsibilities for paying the cost of attendance (tuition, fees, living and miscellaneous items) to the student, parents, and government. All applicants are required to contribute 50 percent of their cost of attendance from savings, earnings, loans, or other assistance from institutional or private sources. The remaining 50 percent of the cost is met by contributions from families, as determined by a nationally recognized need analysis, and by the combination of federal Pell Grant and State Grant awards.

During the 1980s, Minnesota gained national prominence both for its model policy and its high rankings in support of needy undergraduate students. For example:

- In Fiscal Year 1990, Minnesota ranked sixth nationally in the number of need-based awards, seventh in total payments, and fifth in dollars per undergraduate student.
- Between Fiscal Years 1984 and 1991, appropriations for the State Grant Program increased by 59 percent, from $46.3 million to $73.6 million. Appropriations for the Part-Time Grant Program (students enrolled for fewer than six credits) increased from $300,000 to $2 million per year. And the state created a Non-AFDC Child Care Assistance Program funded at $2 million per year.

Gap Between Policy and Funding

In recent years, however, students have had to assume a larger financial burden because funding has not kept pace with the program policy. Increased funding to stop the program erosion is a priority in the Coordinating Board's 1992-93 budget request.

Because the state has not been able to adequately fund the living and miscellaneous allowance component of the cost of attendance, the student share has been closer to 60 percent than to 50 percent. Most students are spending more than the already frugal living allowance used in the State Grant Program. If this trend continues, needy students will be denied the opportunity to choose the education that best meets their needs.

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Comparing the living and miscellaneous expense allowance with four benchmarks demonstrates the need to move to a more realistic student budget.

- **Consumer Price Index:** From 1981 to 1991, the Consumer Price Index (CPI) increased by 55 percent while the living and miscellaneous expense allowance was increased 26 percent. If the State Grant Program living and miscellaneous expense allowance had been increased to keep pace with the CPI since 1981, it would be $4,253 in 1991, rather than $3,465, as shown in *Figure 22* on the following page.

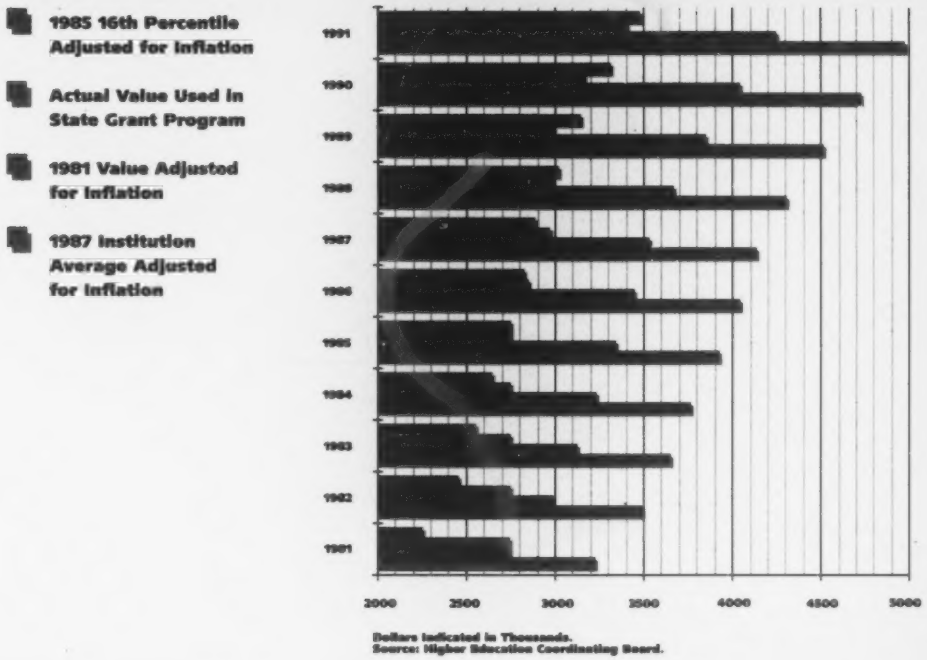
- **Reported Applicant Expense Allowance:** In 1985, the Coordinating Board surveyed a sample of State Grant applicants. Of those with a household size of one, 16 percent reported spending $2,750 or less for the nine month academic year. This is the 16th percentile. Eighty-four percent reported spending more than the state allowance. The 1991 allowance of $3,465 is the 16th percentile.

- **Institution Living and Expense Allowance:** The institution specified value for Fiscal Year 1987 was $4,136. In Fiscal Year 1991, the inflation adjusted value is $4,980, or $1,515 more than the Fiscal Year 1991 State Grant Program allowance.

- **Room and Board Charges in Dormitories:** The average room and board charge at 16 private four-year colleges in Fiscal Year 1991 is $3,232, while the State Grant Program living and miscellaneous allowance is $3,465. Applying the $3,232 to room and board leaves $233, or $26 a month for nine months, to pay for books and supplies and other expenses. At St. Cloud State University, room and board for a student with a double occupancy room is $2,379 in 1990-91. Subtracting $2,379 from the $3,465 state allowance leaves $1,086, or $121 a month for all other expenses. At the University of Minnesota, room and board in a dormitory is $3,150, leaving $315, or $35 a month for other expenses.

Although nationally loan assistance grew much faster than grant aid during the 1980s, the ratio of grant to loan assistance has become more stable in recent years...

Figure 22



Dollars Indicated in Thousands.
Source: Higher Education Coordinating Board.

Stable Debt Levels

Concern about debt levels continues although borrowing by Minnesota students has been fairly stable. Between Fiscal Year 1988 and 1990, borrowing under the federal Stafford Student Loan Program, federal Parent Loans for Undergraduate Students and Supplemental Loans for Students, and Minnesota's Student Educational Loan Fund Program increased by about four percent.

Although nationally loan assistance grew much faster than grant aid during the 1980s, the ratio of grant to loan assistance has become more stable in recent years. In 1988-89 and 1989-90, grants grew faster than loans, according to the College Board.

Nevertheless, the operation of the federal loan programs will be a major issue in 1991 during the *reauthorization of the federal Higher Education Act of 1965*. In response to the growing costs of defaults and the problems of guarantee agencies, Congress is likely to re-examine federal student loan policies. Loans are a major form of assistance for Minnesota students, as evidenced by the $187 million that they borrowed from federal programs in Fiscal Year 1989.

Access to Information

In order to benefit from further education, students and families need to know what opportunities are available, that they are affordable, and that financial and academic preparation are expected. The lack of good information could cause people to rule out post-secondary education. Further, the emotional and financial cost of students having to correct poor education and career decisions based on incomplete or inadequate information is high. And the cost is high to the state when students have to pursue remedial work, or take extra time to complete their education.

Both national and state studies, however, indicate significant information gaps among parents and students. As part of its effort to provide objective information, the Coordinating Board in fall 1990 initiated a public information program to encourage parents to become involved early in the academic and financial planning for their children.

The Coordinating Board is continuing its leadership in this area. It is coordinating efforts by the state's post-secondary education systems to provide information to students and prospective students that will help them assess prospects for employment of graduates in specific occupational institutions and programs. The 1989 Legislature directed post-secondary institutions that offer occupational programs to develop *graduate followup procedures* under the coordination of the Coordinating Board. This involves the gathering of information on employment of students after they complete instructional programs. The 1990 Legislature expanded this mandate, and Congress and the federal government have expressed increased interest in requiring this type of consumer information.

Geographic Access

Geographic access to post-secondary institutions is not a problem for most Minnesotans. During the past 25 years, Minnesota strategically located post-secondary institutions throughout the state within acceptable commuting distances of almost every citizen, thus overcoming geographic obstacles. The state further increased access through reciprocal tuition agreements with Wisconsin, North Dakota, South Dakota, two institutions in Iowa, the Canadian province of Manitoba, and affiliate membership in Western Interstate Commission for Higher Education.

Through these institutions Minnesotans have access to a wide array of instructional programs. The Coordinating Board's program inventory includes almost 3,800 programs available through Minnesota institutions and 1,200 programs offered by 20 public institutions in the Dakotas and Wisconsin. Of the 4,977 programs in the inventory, 2,326 are available at the baccalaureate level, with 1,856 non-baccalaureate programs available.

During 1989-90, 76 institutions offered at least one course at a geographic location other than its home campus, not including telecommunications activities. These included 60 Minnesota public institutions, 13 Minnesota private institutions, and three reciprocity state institutions. The 76 institutions offered 4,966 courses in 1,740 areas of study at 592 geographic locations within the state. The 7,311 registrations for the 4,966 courses generated 5,925 full-year equivalent enrollments.

While almost all Minnesota's public and many of its private four-year institutions offer courses at a location other than the home campus, a much smaller number provides complete programs that lead to degree or other formal recognition off campus. The M SPAN project is examining Minnesotans' needs for access to programs and institutions and strategies for meeting the needs.

Geographic access to post-secondary institutions is not a problem for most Minnesotans. During the past 25 years, Minnesota strategically located post-secondary institutions throughout the state within acceptable commuting distances of almost every citizen, thus overcoming geographic obstacles...

Post-secondary education is less accessible for substantial numbers of Greater Minnesota residents—both under and over 25 — who are from the lower half of the high school graduating class and take on adult responsibilities early in life.

Other Access Issues

In its overview of the situation in Greater Minnesota for the M SPAN project, the College Board concluded that geographic access typically is not a problem in Greater Minnesota for most young people who graduate high school at age 17 or 18 as long as they have not yet taken full-time jobs or family responsibilities or have become anchored in one place.

But post-secondary education is less accessible for substantial numbers of Greater Minnesota residents—both under and over 25 —who are from the lower half of the high school graduating class and take on adult responsibilities early in life.

Logistical access also appears to be a problem because many colleges do not seem to have adapted to serve the needs of nontraditional students. When colleges have accommodated their schedules and services, enrollment has risen in response to improved access.

The College Board report also highlights the importance of *psychological access*. The potential student has to believe that she belongs in college, that the college will accept her, that she has the intelligence to proceed, that her skills are not too rusty, that she can get good advice, that she will fit in with other students, that she can squeeze the homework in among life's other duties, that her husband will think it's okay for her to go to class rather than make money working, that he will take care of the kids while she's away, and so on. The same applies to the potential male student.

However, the College Board says, a person who has every other kind of access still may not enroll because he or she is a minority with respect to race or language or nationality. This is *cultural access*.

Because of the increasing diversity of the student population, the availability and quality of student support services are becoming more important in student success. The M SPAN study will include an inventory of current support services.

New Approaches to Access

Given the widespread availability of programs and institutions and constrained resources, new approaches to providing access may be necessary in the 1990s. Telecommunications is one example.

By combining print, video, voice, and computer media, modern technology has opened new possibilities for the further development of distance education. Further, telecommunications strengthens the capacity for researchers' access to library and other data base information, and between distant sites.

Several post-secondary institutions are using telecommunications systems in regional networks to deliver instructional programs. The University of Minnesota's Institute of Technology provides complete master's degree level programs via UNITE (University-Industry Television for Education), a one-way video, two-way audio microwave system in the Twin Cities and Rochester.

For the past two years the Department of Administration, with the involvement of the Higher Education Advisory Council, has been planning a statewide telecommunications network that would involve an integrated digital system providing voice, data, and video transmissions. The network will be known as State Telecommunications Access and Routing System (STARS). With this system, video capacity between regions of the state would be possible, and provide the capacity to deliver post-secondary education services statewide.

The development of telecommunications technology presents a way to provide access to post-secondary instruction to residents, particularly the placebound and timebound who otherwise might be denied that opportunity.

Agenda for 1991
In 1991, the post-secondary education community and policymakers need to:

- continue the long-standing commitment to helping ensure access for students by support for financial aid;
- increase the living and miscellaneous expense allowance in the State Grant Program to a realistic level in order to prevent erosion in Minnesota's financial aid policy and to help ensure fulfillment of the state's equal opportunity goal for higher education;
- support the development of systems to provide information to students and prospective students that will help them assess prospects for employment of graduates in specific occupational programs;
- participate in the congressional process to reauthorize the Higher Education Act of 1965;
- identify, through the M SPAN project, and respond to gaps in access to post-secondary programs and services;
- make support services more available and accessible to an increasingly diverse student population.
- explore and implement new efficient and effective ways of providing access, such as the delivery of instruction via telecommunications.

The development of telecommunications technology presents a way to provide access to post-secondary instruction to residents, particularly the placebound and timebound who otherwise might be denied that opportunity...

Funding

The Coordinating Board's vision for post-secondary education emphasizes the need to strengthen access and quality within the resources that can be made available for post-secondary education.

Minnesota's effort in supporting public post-secondary education ranks above the national average, but because of high enrollments the state provides average levels of support per student.

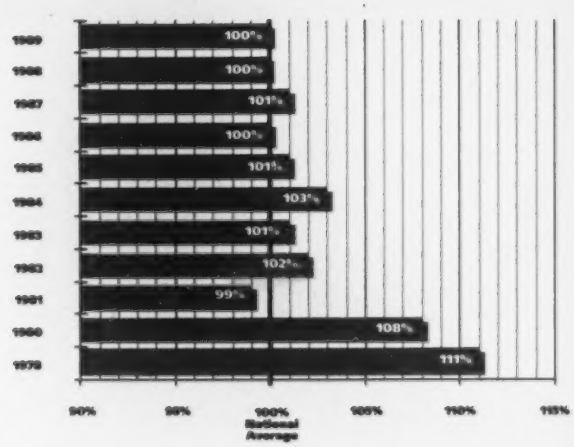
The state's effort in providing financial support for Minnesota post-secondary education in 1988-89 was 127 percent of the national average, based on a measure that considers the amount of tuition revenue and appropriations provided per student and possible tax dollars available to spend.

Minnesota's appropriations and estimated tuition revenue, not including appropriations for financial aid, was $5,569 per student in 1988-89, the national average. This figure has declined from 11 percent above the national average in 1977-78, as shown in *Figure 23*.

Minnesota's effort in supporting public post-secondary education ranks above the national average, but because of high enrollments the state provides average levels of support per student...

Figure 23

Percentage of National Average



Appropriations and Estimated Tuition Revenue Indicated in Percentages.
Source: Research Associates of Washington.
State Profiles: Financing Public Higher Education 1978-1989.

Continued enrollment growth is the main factor affecting these financing levels. Minnesota's annual public full-time equivalent enrollment per 1,000 population was 131 percent of the national average in 1988-89; this increased from 117 percent of the national average in 1977-78, as seen in *Figure 24*.

As shown in Chapter 2, average instructional expenditures per full-time student, adjusted for inflation, have decreased in three of the four public systems between 1978 and 1991.

Uncertain Budget Prospects, Big Challenges

Prospects for reversing these trends in the 1992-93 biennium are not bright given an uncertain budget climate.

Thus Minnesota's higher education systems and the Coordinating Board face a formidable challenge to maintain access to post-secondary education and enhance the quality of instruction and service.

With few or no new dollars available, the higher education systems will have to find ways to recruit, retain, and pay talented faculty in a time of projected faculty shortages; improve instruction; pay for and maintain the physical plant; finance instructional equipment and library needs; and adapt instructional and support services to an increasingly diverse student population. A bigger challenge will be to develop financing strategies that will position the systems to meet the emerging needs of the 21st century while finding enough money to pay the current bills.

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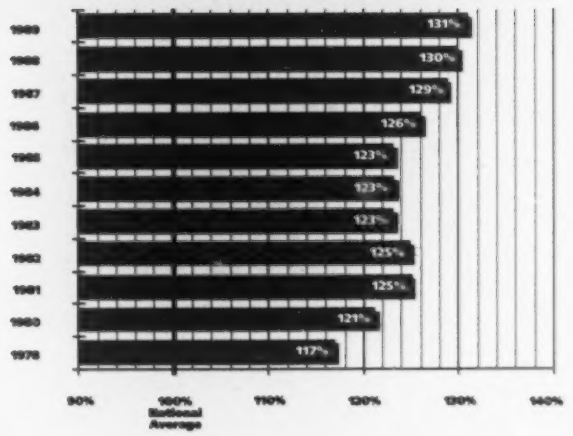
Figure 24

Percentage of National Average



Public Enrollment Per 1000 Residents Indicated in Percentages.
Source: Research Associates of Washington.
State Profiles: Financing Public Higher Education 1978-1989.

In Fiscal Year 1990, MINITEX received and processed the highest volume of document delivery requests from academic and state agency libraries in its history...

Some examples illustrate the challenges.

- The 1990 Legislature authorized higher education capital budget projects totaling $191 million, but required the higher education systems to pay for one third the debt service on their projects over the life of the bonds. Each public system was directed to include in its 1991 biennial budget document a plan for incorporating debt service retirement into its operating budget. Until this year, the state had funded all debt service on higher education projects. The 1990 action will help meet critical physical infrastructure needs, but the shared-debt approach will add to the systems' financing challenges.

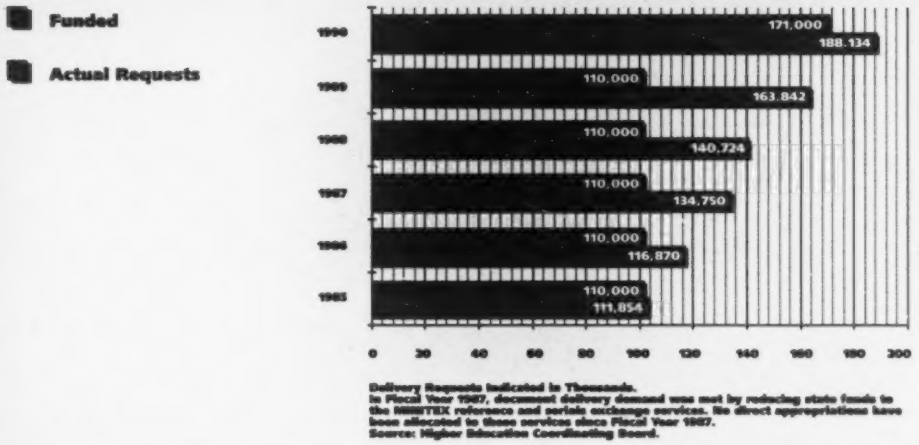
- The 1989 Legislature appropriated $14.2 million to the four public systems for equipment purchases, but made the funds nonrecurring, rather than adding the money to the base budgets. Thus, although the systems have discretion in allocating their resources, they will be hard pressed to sustain support for adequate instructional equipment in the current budget climate.

- Increased enrollments and rising library costs are placing great burdens on academic libraries. Part of the difficulty is that since 1983 the average cost of a book increased 38.7 percent and the average periodical subscription rose 61.3 percent, while the Consumer Price Index increased 23.5 percent.

The higher education systems are spending less in terms of overall expenditures and in books purchased per student. Library expenditures as a percentage of instructional expenditures in the University of Minnesota, State University System, and Community College System declined from 1.46 percent in 1979 to 1.35 percent in 1988. Between 1979 and 1988, these three systems reported a 14.4 percent decline in expenditures for books (in constant dollars) while enrollments increased 19.7 percent. Based on the average cost of books in academic libraries, Minnesota public college and university libraries purchased .64 books per full-year equivalent student in 1988 compared to .92 books per student in 1978, a 30 percent decrease in buying power.

Meanwhile, students and faculty are increasing their reliance on the MINITEX Library Information Network, a model interlibrary resource-sharing program. In Fiscal Year 1990, MINITEX received and processed the highest volume of document delivery requests from academic and state agency libraries in its history, 188,134, an increase of 14.8 percent over the previous year, as seen in *Figure 25* on the following page. Further, there has been a 40 percent increase in the number of MINITEX requests from academic libraries between 1987 and 1990.

Figure 25



Delivery Requests Indicated in Thousands.
In Fiscal Year 1987, document delivery demand was met by reducing state funds to the MINITEX reference and serials exchange services. No direct appropriations have been allocated to these services since Fiscal Year 1987.
Source: Higher Education Coordinating Board.

Difficult Issues, Tough Choices

These funding issues present challenges to Minnesota policymakers and higher education leaders. State policymakers could increase the post-secondary education share of the state budget, increase the size of the total state budget and with it the level of post-secondary education spending, or redistribute the costs of post-secondary education between taxpayers and students. Post-secondary education leaders could address the most pressing funding issues by reallocation within system budgets. In any case, the state's commitment to strengthening the access to and the quality of post-secondary education will continue to be tested.

During the 1990-91 biennium, general fund expenditures for post-secondary education constitute slightly above 18 percent of the state's general fund expenditures, a portion that has changed little in recent years.

Given current and projected financial constraints, possible approaches for higher education include increased efficiencies, such as consolidation of programs; reallocation of resources from lower to higher priorities; use of incentive funding to accomplish specific objectives; and increased reliance on revenue from tuition and other sources besides state appropriations. These approaches can be implemented within institutions and systems, between systems, or on a regional or state basis.

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In 1991, funding issues will continue to be at the top of the agenda...

Agenda for 1991

In 1991, funding issues will continue to be at the top of the agenda. The post-secondary education community and policymakers need to:

- evaluate state and system funding levels for post-secondary education;
- determine how the needs demonstrated by post-secondary education compare to competing demands for state funds;
- explore and encourage efficiencies in the provision of higher education on local, system, and state levels;
- set priorities for the use of available funds and analyze the possibilities for the reallocation of existing resources;
- consider the application of incentive funding to achieve specific state objectives and results in higher education;
- examine the effects on access and quality of increased tuition revenue, combined with increased student financial aid, to support higher education;
- develop an approach to evaluating the state's 1983 financing policies to determine whether they are promoting the intended goals of quality programs, efficient use of resources, and equality of opportunity.

Mission, Cooperation, and Governance

During the past six years, the post-secondary systems, working together, have made significant progress in differentiating their missions in order to better serve students and use their limited resources more efficiently. Agreements among systems have been reached on several issues, such as credit transfer and standards for associate degrees.

Clarification of Missions

In order to meet the state's future needs, the systems need to sustain the progress in *mission differentiation* made in the 1980s, and continue the intersystem planning and cooperation that has made this progress possible.

Despite the progress in mission differentiation, overlap of system roles remains a concern. The 1990 Legislature directed each public post-secondary governing board to review its current mission statement. Each board is to determine whether the statement accurately reflects its mission and the role of its system in the mission differentiation efforts, and recommend any changes its statement requires. The Coordinating Board is to review and comment on the mission statements and report to the legislature and governor by February 15, 1991.

Benefits of Intersystem Planning and Cooperation

During the past biennium, higher education system representatives, who meet together as the Intersystem Planning Group, have focused on policy issues that can benefit from an intersystem approach. These include fostering better sharing and enhanced library resources, improved links with K-12 education, common approaches to remedial and developmental education, and cooperative approaches to using telecommunications. The group identified transfer and articulation as a key area needing additional attention and turned the issue over to the academic officers in each system for development and implementation.

As part of their response to legislation directing them to propose ways to meet higher education needs in the seven county Twin Cities area, the systems advanced a cooperative agenda of four areas—better enrollment planning, comprehensive transfer and articulation, increased minority access to institutions, and improved links with elementary-secondary education.

Difficulty of Structural Change

While continued progress in mission differentiation is critical, broader structural changes may be needed in order to provide the best possible service to students in the 1990s and beyond with limited dollars available for higher education. During the past two decades, however, it has been politically difficult to bring about significant structural changes.

The Coordinating Board has supported strong state-level governance of post-secondary education through a single board for the technical colleges and community colleges. In 1989, the Board recommended that the legislature authorize the State Board of Vocational Technical Education to initiate measures to bring technical institutes under direct state management in ways that do not preclude merger with other systems. The Board also recommended that the legislature postpone action on mergers of public systems pending the outcome of the M SPAN study.

Other structural changes have been proposed for Minnesota higher education.

While continued progress in mission differentiation is critical, broader structural changes may be needed in order to provide the best possible service to students in the 1990s and beyond with limited dollars available for higher education...

In 1991, policymakers need to consider whether realignments in the structure of post-secondary education are necessary...

Agenda for 1991

In 1991, the post-secondary community and policymakers need to:

- assess the status of system missions and determine whether further differentiation or other changes are needed;
- encourage continued intersystem cooperation, particularly in such areas as K-12-post-secondary cooperation, telecommunications, enrollment planning, remedial education, and transfer and articulation;
- consider whether realignments in the structure of post-secondary education are necessary in order to meet the needs of students and the state for the 1990s and beyond; and develop an approach to resolve this issue.

Strategic Planning

Meeting the needs of post-secondary education starts with a vision for the future and a plan for fulfilling that vision. Good planning starts at institutions and continues through the systems and state levels.

To accommodate the efforts of changing demographic and economic conditions on the future of post-secondary education, the 1988 Legislature directed the Coordinating Board to study Minnesota's post-secondary education needs through the end of the century. Phase I of *M SPAN 2000* (Minnesota Study of Post-Secondary Access and Needs) examined the needs of residents of the corridor from St. Cloud through the Twin Cities to Rochester. The study was completed in February 1989. The key conclusion of the Board's consultant, SRI International, was that the ability of the state to respond to post-secondary education needs in the urban corridor is limited by lack of appropriate capacity and an inadequate mix of institutions.

The key conclusion of the Board's consultant, SRI International, was that the ability of the state to respond to post-secondary education needs in the urban corridor is limited by lack of appropriate capacity and an inadequate mix of institutions...

Under legislation passed in 1989 and 1990, the higher education systems have submitted plans to the Coordinating Board on how they would provide undergraduate and practitioner-oriented graduate programs in the seven-county metropolitan area. In response to the M SPAN I mandate, the four public systems and the Minnesota Private College Council submitted a joint response with individual systems plans appended to it. The Coordinating Board will submit a review and comment to the legislature in February 1991.

Key Questions in M SPAN 2000

The second phase of the M SPAN project, due to the legislature in March 1991, is addressing the following key questions:

- What are the demographic and participation trends in Greater Minnesota and in the metropolitan corridor?
- What instructional and supporting services are now available in Minnesota and border areas of reciprocity states?
- What are the perceived needs for post-secondary education of current students, former students, prospective students now in high school, and older members of the community who are not now enrolled?
- Based on the above information, what current and future unmet needs should be included in planning for the 1990s by the legislature and post-secondary education systems?
- What strategies could be used to meet priority needs?

Initially, these questions were to focus on Greater Minnesota. However, parallel demographic, enrollment, program, and needs data for the metropolitan corridor had not been developed in M SPAN I. Thus, these study questions focus on a statewide perspective.

The M SPAN project provides a special one-time opportunity to evaluate residents' future needs for post-secondary education. To be adequately prepared to respond to future conditions, however, the state will need to strengthen its capacity for proactive planning...

Need to Strengthen Proactive Planning

The M SPAN project provides a special one-time opportunity to evaluate residents' future needs for post-secondary education. To be adequately prepared to respond to future conditions, however, the state will need to strengthen its capacity for proactive planning. Although the Coordinating Board has broad planning authority, its capacity to carry out the authority is limited by available staff and a full agenda of mandated studies. With the completion of M SPAN, the Coordinating Board is requesting additional financial support to identify and address emerging trends and issues that may affect higher education. A modest, added investment in proactive planning would help guide future state investments in cost effective higher education services.

On an ongoing basis, as required by statute, each public system prepares reports to the Minnesota Legislature of its short and long-range plans. The Coordinating Board submits a review and comment to accompany the system planning reports. An intersystem plan also is required. In view of the M SPAN project, the legislature did not require the systems to submit plans in fall 1990.

Planning on a regional basis is another possible approach for the post-M SPAN period. Under this model, the Coordinating Board could initiate or coordinate planning activities in the several regions, drawing together institutions likely to have common interests in strategic planning, mission differentiation, program duplication, sharing of resources, needs analyses of the population and employers and related issues.

Agenda for 1991

In 1991, the post-secondary education community and policymakers need to:

- review the plans of the post-secondary education systems on meeting the undergraduate and graduate-level needs of residents in the Twin Cities metropolitan region and the Coordinating Board comments on them, and begin to formulate short and long run strategies;
- receive and review the Coordinating Board's final M SPAN II report and recommendations and begin to develop short and long-run strategies for Minnesota post-secondary education that will enable the state to be adequately prepared to respond to needs in the rest of the 1990s and beyond;
- strengthen the Coordinating Board's capacity for continuing, proactive higher education planning;
- consider the usefulness of regional planning activities to identify higher education needs and to coordinate responses.

Conclusion

Minnesota higher education faces its greatest challenges in a decade. Higher education must respond to the needs of a diverse student population for accessible, high quality higher education; and it is expected to lay the foundation for the state's effort to enhance its competitiveness nationally and globally.

The reality of limited resources will require the higher education community to respond to the needs with increased levels of cooperation and collaboration and forward looking policies that will best serve students and the state in the 1990s and beyond. Difficult choices will be necessary.

Historically, the state's policymakers have been committed to maintaining access and responding to unmet needs. The state, however, has reached a point in which resources may be spread too thinly, thus impairing quality. The higher education systems have recognized and are responding to this situation, but the task will not be easy.

In order to preserve and enhance access and quality with constrained budgets, higher education will need to increase its efficiency. The higher education systems have begun doing this through internal reallocations, but increased efforts to become more efficient will be necessary.

The economic difficulties facing the state 10 years ago provided an opportunity for the higher education community and policymakers to reassess the state's goals for higher education and evaluate existing policies. A similar opportunity is available in 1991. The higher education community and policymakers can:

- use the findings and recommendations of the M SPAN project to chart policy directions that will serve the state well into the 21st century.
- develop an approach for evaluating the major funding and governance changes adopted in the 1980s.
- reassess the state's traditional goals for higher education to determine their appropriateness for the 1990s and, if they remain relevant, how they might be refocused to guide future higher education policymaking.

In order to preserve and enhance access and quality with constrained budgets, higher education will need to increase its efficiency. The higher education systems have begun doing this through internal reallocations, but increased efforts to become more efficient will be necessary...

The Coordinating Board will work with the post-secondary education community and policymakers to develop strategies that will enable the state to maintain access and enhance quality with efficiency and effectiveness into the 21st Century...

Coordinating Board Themes

In its 1992-93 biennial budget request, the Coordinating Board has identified five themes that will help accomplish the state's higher education goals in the 1990s.

- **Commitment to Ensuring Educational Opportunity and Choice for Minnesota Residents:** The Board proposes increased funding to support a realistic living and miscellaneous expense allowance in the State Grant Program and to fulfill Minnesota's obligations to Wisconsin and North Dakota under interstate tuition reciprocity.

- **Continued Leadership in Promoting Quality:** The Board proposes to build on its work in coordinating quality assessment in the following ways: enhancing the systems' activities by completing, evaluating, and publicizing the pilot projects begun this biennium; exploring application of the Total Quality Management; approach used in business or post-secondary education; and providing opportunities and incentives for faculty development.

- **Maintenance and Enhancement of Library Resources:** In order to respond to increasing demand for document delivery services and to ensure a strong base of library service for Minnesota students and faculty, the Board's budget proposes a significant increase for MINITEX.

- **Strengthened Strategic Planning Capacity:** To be adequately prepared to respond to future conditions, the Coordinating Board will need to strengthen its capacity for proactive planning in the post M SPAN years. Additional funding will be necessary to ensure that the Board can perform this function adequately.

- **Development of Consumer Information:** The Board proposes to continue its leadership role in coordinating efforts by the state's post-secondary education systems to provide information to students and prospective students that will help them assess prospects for employment of graduates in specific occupational institutions and programs.

The Coordinating Board will work with the post-secondary education community to make the post-secondary needs of the state clear to the legislature and others who determine how public funds are spent. At the same time, the Board will work with the post-secondary education community and policymakers to develop strategies that will enable the state to maintain access and enhance quality with efficiency and effectiveness into the 21st Century.

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Suite 400 Capitol Square

550 Cedar Street

Saint Paul, Minnesota 55101

612/ 296-3974

Printed on recycled paper

S419.2-2-4

Report to the Governor and the 1991 Legislature

Technical Report

Minnesota Higher Education
Coordinating Board

January 1991

Report to the Governor and 1991 Minnesota Legislature

Minnesota Higher Education Coordinating Board

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Preface

This report to the governor and 1991 Legislature examines conditions and trends in Minnesota post-secondary education, summarizes policy issues addressed by the Minnesota Higher Education Coordinating Board, and provides information on the status of programs administered by the Board. A separate summary report highlights major trends and issues and activities of the Coordinating Board. Related information also appears in the Board's biennial budget request and separate policy and data reports.

Section 1 of this document examines the status of Minnesota post-secondary education. It covers trends in enrollment and post-secondary education attainment, student characteristics, the state's investment in post-secondary education, and comparisons with other states.

Section 2 reviews policy studies and projects completed or begun by the Coordinating Board during the last two years. Section 3 summarizes the status of financial aid and non-financial aid programs administered by the Board.

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Section 1
Status of Minnesota Post-Secondary Education

An understanding of enrollments and fiscal conditions and their implications is important in developing public policy.

This section reviews enrollment trends and projections, and Minnesota's investment in post-secondary education. The section also compares trends in Minnesota with those in other states.

Enrollment and Attainment Trends

Participation affects virtually all aspects of post-secondary education. Enrollment characteristics are related closely to how much the state invests in post-secondary education, the number and types of programs it offers, the facilities it operates, the faculty it supports, the prices it charges, and the financial aid it provides to students. This chapter reviews several dimensions of participation in Minnesota post-secondary education.

Most of the data focuses on state-level trends. Additional information on system and institution level trends can be found in the Board's annual fall enrollment surveys and other data reports.

Table I.1 reports fall headcount enrollment for public and private post-secondary education systems and sectors from 1975 to 1989. For collegiate institutions, total fall headcount enrollment represents students enrolled for credit as of the 10th day of classes in the fall term. For vocational institutions, enrollment over a three-month period is used. Technical College extension enrollments are not included. Beginning in 1983, private vocational school students are included. The totals include both full-time and part-time students.

Table I.2 shows full-time and part-time headcount enrollment for all systems from 1975 to 1989, while Table I.3 provides full-time, part-time, and total fall headcount enrollment by system for 1983, 1985, 1987, and 1989.

Table I.4 shows undergraduate headcount enrollment by gender from 1979 through 1989, and Table I.5 shows the age distribution of undergraduate students from 1983 through 1989.

Table I.6 provides racial/ethnic headcount enrollment from 1983 through 1989. It includes headcount enrollment and percent of total headcount enrollment by racial ethnic group and system. Table I.7 includes a breakdown of headcount enrollment by resident, nonresident, and foreign students from 1978 to 1989.

Table I.8 indicates fall headcount enrollment by system and educational level — vocational, undergraduate, graduate and first professional — from 1984 to 1989. First professional degrees include dentistry, medicine, optometry, pharmacy, osteopathic medicine, podiatry, veterinary medicine, chiropractic medicine, law, theology, and other fields. Enrollments from 1985-86 to 1989-90 under the Post-Secondary Enrollment Options Program are provided in Table I.9.

Table I.10 shows the participation rates of 1989 Minnesota high school graduates in Minnesota post-secondary institutions for fall 1989.

Table I.11 indicates outmigrants and inmigrants for Minnesota by level of institution and state or outlying area for fall 1988. Table I.12 shows fall headcount enrollment for new entering students by system from 1978 to 1989.

Table I.13 provides an estimate of the participation rate in some form of post-secondary education by students within six years of high school graduation. The table provides a breakdown for 1986-87 by recent high school graduates entering post-secondary education for the first time, that is, those 19 years old and below, and those registering for post-secondary education programs within six years of high school graduation, that is, those between the ages 20-24. Based on currently available information, slightly over 80 percent of high school graduates appear to attempt post-secondary education on a full-time or part-time basis in state or out of state during the 12 months following high school graduation. An additional seven percent are estimated to attempt post-secondary education within six years of high school graduation. Thus, the overall estimated participation rate is 88.7 percent. Although studies over time using several measures would be needed to fully substantiate this estimate, data now available make it possible with less scientific rigor to infer a participation rate approaching 90 percent.

Table I.14 presents fall headcount enrollment and full-year equivalents by system from 1978 to 1989. Full-year (FYE) enrollments represent the most accurate measure of educational volume at an institution. State funding to institutions is based on FYE enrollments. Headcount enrollment represents the number of students on campus, including those attending full-time and part-time. FYE counts are calculated by dividing the total number credit hours generated that year by the normal full-time credit hour load at an institution. Average Daily

Table I.1
Headcount Enrollment in Public and Private Post-Secondary Systems 1975-1989[1]

Year	Public	Annual % Change	Private	Annual % Change	All Systems	Annual % Change
1975	143,588		36,076		179,664	
1976	147,709	2.9	37,795	4.8	185,504	3.3
1977	149,540	1.2	40,062	6.0	189,608	2.2
1978	150,158	0.4	40,032	—0.1	190,190	0.3
1979	153,829	2.4	40,635	1.5	194,464	2.2
1980	165,591	7.6	41,767	2.8	207,358	6.6
1981	170,707	3.1	42,188	0.7	212,895	2.7
1982	171,791	0.6	42,543	0.8	214,334	0.7
1983[1]	177,212	3.2	53,476	25.7	230,688	7.6
1984	176,374	—0.5	52,700	—1.5	229,074	—0.7
1985	184,190	4.4	53,706	1.9	237,896	3.9
1986	184,518	0.2	54,169	0.9	238,687	0.3
1987	190,320	3.1	57,857	6.8	248,177	4.0
1988	197,308	3.7	59,109	2.2	256,417	3.3
1989	208,757	5.8	60,632	2.6	269,389	5.1

[1]Beginning in 1983, private vocational students are included. Technical college extension students are not included.

Source: Minnesota Higher Education Coordinating Board

Table I.2
Headcount Enrollment by Full-time and Part-time Status 1975-1989[1]

Year	Full-Time	Percent	Part-Time	Percent	Total	Percent
1975	153,454		26,210		179,664	
1976	157,787	85.1	27,717	14.9	185,504	100.0
1977	160,664	84.7	28,944	15.3	189,608	100.0
1978	156,985	82.5	33,205	17.5	190,190	100.0
1979	158,921	81.7	35,543	18.3	194,464	100.0
1980	167,143	80.6	40,215	19.4	207,358	100.0
1981	171,142	80.4	41,753	19.6	212,895	100.0
1982	170,260	79.4	44,074	20.6	214,334	100.0
1983	168,452	77.9	47,695	22.1	216,147	100.0
1984	179,709	78.5	49,365	21.5	229,074	100.0
1985	181,503	76.3	56,392	23.7	237,895	100.0
1986	179,189	75.1	59,498	24.9	238,687	100.0
1987	174,131	70.2	74,046	29.8	248,177	100.0
1988	175,414	68.4	81,003	31.6	256,417	100.0
1989	178,044	66.1	91,345	33.9	269,389	100.0

[1]Beginning in 1983, private vocational students are included. Technical college extension students are not included.

Source: Minnesota Higher Education Coordinating Board

Table I.3
Full-Time, Part-Time and Total Enrollment by System[1] 1983, 1985, 1987 and 1989

1983	Full-Time	Percent	Part-Time	Percent	Total
Technical Colleges	21,912	95.9	935	4.1	22,847
Community Colleges	19,290	50.3	19,091	49.7	38,381
State Universities	34,571	79.2	9,080	20.8	43,651
University of Minnesota	47,734	82.6	10,058	17.4	57,792
Private Vocational	9,149	88.9	1,138	11.1	10,287
Private Colleges	33,919	84.6	6,165	15.4	40,084
Private Professional	1,877	60.5	1,228	39.5	3,105
Total	168,452	77.9	47,695	22.1	216,147

1985	Full-Time	Percent	Part-Time	Percent	Total
Technical Colleges	38,931	96.6	1,383	3.4	40,314
Community Colleges	17,611	44.9	21,653	55.1	39,264
State Universities	35,316	72.8	13,188	27.2	48,504
University of Minnesota	45,184	80.5	10,924	19.5	56,108
Private Vocational	9,080	90.9	904	9.1	9,984
Private Colleges	33,449	82.7	7,004	17.3	40,453
Private Professional	1,932	59.1	1,336	40.9	3,268
Total	181,503	76.3	56,392	23.7	237,895

1987	Full-Time	Percent	Part-Time	Percent	Total
Technical Colleges	30,652	91.1	2,978	8.9	33,630
Community Colleges	19,747	43.1	26,040	56.9	45,787
State Universities	39,603	72.0	15,376	28.0	54,979
University of Minnesota	37,218	66.6	18,706	33.4	55,924
Private Vocational	9,173	90.8	928	9.2	10,101
Private Colleges	34,971	78.3	9,694	21.7	44,665
Private Professional	2,767	89.5	324	10.5	3,091
Total	174,131	70.2	74,046	29.8	248,177

1989	Full-Time	Percent	Part-Time	Percent	Total
Technical Colleges	27,857	72.0	10,848	28.0	38,705
Community Colleges	23,464	43.7	30,191	56.3	53,655
State Universities	44,575	70.7	18,483	29.3	63,058
University of Minnesota	35,351	66.3	17,988	33.7	53,339
Private Vocational	7,966	80.3	1,952	19.7	9,918
Private Colleges	37,255	78.3	10,299	21.7	47,554
Private Professional	1,576	49.9	1,584	50.1	3,160
Total	178,044	66.1	91,345	33.9	269,389

[1]Technical college extension students are not included.

Source: Minnesota Higher Education Coordinating Board

Table I.4
Headcount Enrollment by Gender, All Systems[1] 1979-1989

Year	Male	Percent	Female	Percent	Total[2]	Percent
1979	100,403	50.4	98,888	49.6	199,291	100.0
1980	106,822	50.2	106,157	49.8	212,979	100.0
1981	108,730	49.9	108,990	50.1	217,720	100.0
1982	109,926	50.0	110,118	50.0	220,044	100.0
1983	113,974	50.4	112,301	49.6	226,275	100.0
1984	114,454	50.2	113,701	49.8	228,155	100.0
1985	116,029	49.1	120,462	50.9	236,491	100.0
1986	114,856	48.4	122,512	51.6	237,368	100.0
1987	116,764	47.2	130,413	52.8	247,177	100.0
1988	119,020	46.5	136,985	53.5	256,005	100.0
1989	122,660	45.9	144,330	54.1	266,990	100.0

[1]Technical college extension students are not included. Private vocational students are included.
[2]Due to missing gender, total will be lower than reported in previous tables.

Source: Minnesota Higher Education Coordinating Board

Memberships (ADM) are shown for public technical colleges. They are based on clock hour instruction. One ADM receives 1,050 hours of instruction.

Transfer of credit data from post-secondary education system to system for fall 1989 are shown in Table I.15.

Table I.16 displays headcount enrollments by tuition type (such as resident, nonresident, and reciprocity) and level for Minnesota public post-secondary education systems for fall 1983 to 1987.

Table I.17 shows total degrees awarded by level, while Table I.18 shows graduates by program area for the 1988-89 school year.

Table I.19 presents a range of four projections of educational attainment of Minnesota's labor force, ages 25-64. The high projection assumes continuation of increased rates of attainment that occurred between 1970 and 1980. The low projection assumes stable or declining rates of educational attainment. Intermediate projections assume rates of educational attainment between the high and the low. The data may understate educational attainment levels because the figures don't take into account many persons who attend post-secondary educational vocational schools nor do they consider job-related training of employees that may be at a comparable level to post-secondary education.

High school graduates who account for most new full-time students at post-secondary education institutions, have the greatest influence on enrollment projections. Table I.20 shows projected high school graduates by region from spring 1978 to 2008.

Projected fall headcount and FYE enrollments are presented in Tables I.21 and I.22 for the period 1986-87 to 1999-2000. They are based on the Coordinating Board's biennial enrollment outlook.[1]

[1]Minnesota Higher Education Coordinating Board, *Enrollment Analysis and Outlook*, 1990-1991-1999-2000 (March 1990).

Table I.5
Age Distribution of Undergraduate and Vocational Students 1983-1989

Age	1983		1984		1985		1986	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Under 20	63,815	30.0	59,443	28.3	59,420	27.7	58,055	27.3
20 — 24	90,068	42.4	90,214	42.9	89,370	41.6	87,600	41.2
25 — 34	33,421	15.7	35,371	16.8	37,922	17.7	37,373	17.6
35 and Over	14,584	6.9	15,990	7.6	18,464	8.6	20,692	9.7
Unknown Age	10,734	5.0	9,277	4.4	9,609	4.5	8,773	4.1
Total	212,622		210,295		214,785		212,493	

Age	1987		1988		1989	
	No.	Percent	No.	Percent	No.	Percent
Under 20	59,753	27.0	62,433	27.4	60,516	25.2
20 — 24	89,034	40.2	90,447	39.7	93,746	39.0
25 — 34	38,844	17.6	39,974	17.6	42,033	17.5
35 and Over	23,260	10.5	25,166	11.0	27,340	11.4
Unknown Age	10,360	4.7	9,736	4.3	16,803	7.0
Total	221,251		227,756		240,438	

Source: Minnesota Higher Education Coordinating Board

Table I.6
Headcount Enrollment by Racial/ Ethnic Group and System[1] 1983-1989

Year	Total Headcount Enrollment		Non-Resident Alien		Black Non-Hispanic		American Indian Alaskan Native		Asian & Pacific Islander		Hispanic		White		Total Minority	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
State Universities																
1983	40,134	100.0	908	2.3	312	0.8	292	0.7	193	0.5	130	0.3	38,299	95.4	927	2.3
1984	41,110	100.0	787	1.9	321	0.8	266	0.6	215	0.5	144	0.4	39,377	95.8	946	2.3
1985	43,325	100.0	735	1.7	353	0.8	298	0.7	301	0.7	145	0.3	41,493	95.8	1,097	2.5
1986	45,673	100.0	726	1.6	382	0.8	364	0.8	357	0.8	158	0.3	43,686	95.6	1,261	2.8
1987	48,783	100.0	659	1.4	417	0.9	338	0.7	393	0.8	165	0.3	46,811	96.0	1,313	2.7
1988	52,661	100.0	701	1.3	506	1.0	381	0.7	456	0.9	229	0.4	50,388	95.7	1,572	3.0
1989	54,325	100.0	858	1.6	580	1.1	400	0.7	528	1.0	289	0.5	51,670	95.1	1,797	3.3
Community Colleges																
1983	37,771	100.0	232	0.6	423	1.1	242	0.6	364	1.0	131	0.3	36,379	96.3	1,160	3.1
1984	36,511	100.0	252	0.7	434	1.2	248	0.7	390	1.1	132	0.4	35,055	96.0	1,204	3.3
1985	37,967	100.0	218	0.6	639	1.7	368	1.0	460	1.2	153	0.4	36,129	95.2	1,620	4.3
1986	40,365	100.0	275	0.7	648	1.6	440	1.1	534	1.3	139	0.3	38,329	95.0	1,761	4.4
1987	44,446	100.0	338	0.8	676	1.5	511	1.1	494	1.1	194	0.4	42,233	95.0	1,875	4.2
1988	48,053	100.0	371	0.8	792	1.6	694	1.4	550	1.1	219	0.5	45,427	94.5	2,255	4.7
1989	51,869	100.0	455	0.9	862	1.7	600	1.2	608	1.2	237	0.5	49,107	94.7	2,307	4.4

Continued

Table I.6 (continued) Headcount Enrollment by Racial/ Ethnic Group and System[1] 1983-1989

Year	Total Headcount Enrollment		Non-Resident Alien		Black Non-Hispanic		American Indian Alaskan Native		Asian & Pacific Islander		Hispanic		White		Total Minority	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Technical Colleges																
1983	35,178	100.0	2	0.0	508	1.4	888	2.5	946	2.7	406	1.2	32,428	92.2	2,748	7.8
1984	38,198	100.0	1	0.0	584	1.5	1,030	2.7	1,159	3.0	513	1.3	34,911	91.4	3,286	8.6
1985	39,472	100.0	3	0.0	651	1.6	1,138	2.9	1,169	3.0	587	1.5	35,924	91.0	3,545	9.0
1986	34,667	100.0	2	0.0	709	2.0	973	2.8	1,120	3.2	459	1.3	31,404	90.6	3,261	9.4
1987	33,108	100.0	73	0.2	605	1.8	852	2.6	751	2.3	446	1.3	30,381	91.8	2,654	8.0
1988	26,334	100.0	172	0.7	639	2.4	736	2.8	721	2.7	505	1.9	23,561	89.5	2,601	9.9
1989	29,505	100.0	87	0.3	693	2.3	648	2.2	896	3.0	456	1.5	26,725	90.6	2,693	9.1
University of Minnesota																
1983	49,769	100.0	2,411	4.8	861	1.7	370	0.7	1,254	2.5	399	0.8	44,501	89.4	2,884	5.8
1984	47,216	100.0	2,143	4.5	838	1.8	328	0.7	1,286	2.7	398	0.8	42,223	89.4	2,850	6.0
1985	52,312	100.0	2,382	4.6	928	1.8	395	0.8	1,537	2.9	459	0.9	46,611	89.1	3,319	6.3
1986	53,032	100.0	2,505	4.7	883	1.7	349	0.7	1,629	3.1	456	0.9	47,210	89.0	3,317	6.3
1987	52,824	100.0	2,678	5.1	918	1.7	371	0.7	1,722	3.3	479	0.9	46,656	88.3	3,490	6.6
1988	52,273	100.0	2,647	5.1	959	1.8	380	0.7	1,805	3.5	536	1.0	45,946	87.9	3,680	7.0
1989	50,916	100.0	2,697	5.3	935	1.8	374	0.7	1,860	3.7	528	1.0	44,522	87.4	3,697	7.3
Private Vocational																
1983	8,257	100.0	29	0.4	248	3.0	88	1.1	162	2.0	63	0.8	7,667	92.9	561	6.8
1984	7,876	100.0	39	0.5	185	2.3	73	0.9	225	2.9	66	0.8	7,288	92.5	549	7.0
1985	8,264	100.0	59	0.7	224	2.7	82	1.0	185	2.2	73	0.9	7,641	92.5	564	6.8
1986	7,617	100.0	57	0.7	264	3.5	76	1.0	194	2.5	75	1.0	6,951	91.3	609	8.0
1987	8,607	100.0	58	0.7	394	4.6	106	1.2	231	2.7	84	1.0	7,734	89.9	815	9.5
1988	8,498	100.0	62	0.7	502	5.9	119	1.4	212	2.5	101	1.2	7,502	88.3	934	11.0
1989	8,916	100.0	46	0.5	488	5.5	147	1.6	218	2.4	100	1.1	7,917	88.8	953	10.7
Private Colleges																
1983	39,933	100.0	735	1.8	545	1.4	155	0.4	651	1.6	263	0.7	37,584	94.1	1,614	4.0
1984	39,075	100.0	1,033	2.6	571	1.5	151	0.4	456	1.2	284	0.7	36,580	93.6	1,462	3.7
1985	38,558	100.0	979	2.5	496	1.3	144	0.4	493	1.3	273	0.7	36,173	93.8	1,406	3.6
1986	41,255	100.0	1,008	2.4	537	1.3	187	0.5	596	1.4	273	0.7	38,654	93.7	1,593	3.9
1987	44,013	100.0	1,098	2.5	640	1.5	206	0.5	667	1.5	325	0.7	41,077	93.3	1,838	4.2
1988	44,990	100.0	714	1.6	668	1.5	231	0.5	774	1.7	331	0.7	42,272	94.0	2,004	4.5
1989	46,623	100.0	1,807	3.9	749	1.6	245	0.5	968	2.1	367	0.8	42,487	91.1	2,329	5.0
Private Professional																
1983	2,572	100.0	23	0.9	45	1.7	16	0.6	23	0.9	15	0.6	2,450	95.3	99	3.8
1984	2,544	100.0	30	1.2	75	2.9	16	0.6	33	1.3	20	0.8	2,370	93.2	144	5.7
1985	2,577	100.0	24	0.9	68	2.6	19	0.7	36	1.4	31	1.2	2,399	93.1	154	6.0
1986	2,666	100.0	21	0.8	66	2.5	15	0.6	36	1.4	32	1.2	2,496	93.6	149	5.6
1987	3,080	100.0	20	0.6	54	1.8	19	0.6	42	1.4	32	1.0	2,913	94.6	147	4.8
1988	2,491	100.0	20	0.8	45	1.8	14	0.6	47	1.9	28	1.1	2,337	93.8	134	5.4
1989	2,466	100.0	23	0.9	55	2.2	11	0.4	40	1.6	34	1.4	2,303	93.4	140	5.7
Total																
1983	213,641	100.0	4,340	2.0	2,942	1.4	2,051	1.0	3,593	1.7	1,407	0.7	199,308	93.3	9,993	4.7
1984	212,530	100.0	4,285	2.0	3,008	1.4	2,112	1.0	3,764	1.8	1,557	0.7	197,804	93.1	10,441	4.9
1985	222,473	100.0	4,398	2.0	3,359	1.5	2,444	1.1	4,181	1.9	1,721	0.8	206,370	92.8	11,705	5.3
1986	225,275	100.0	4,594	2.0	3,489	1.5	2,404	1.1	4,466	2.0	1,592	0.7	208,730	92.7	11,951	5.3
1987	234,861	100.0	4,924	2.1	3,704	1.6	2,403	1.0	4,300	1.8	1,725	0.7	217,805	92.7	12,132	5.2
1988	235,602	100.0	4,687	2.0	4,111	1.7	2,555	1.1	4,565	1.9	1,949	0.8	217,735	92.4	13,180	5.6
1989	244,620	100.0	5,973	2.4	4,362	1.8	2,425	1.0	5,118	2.1	2,011	0.8	224,731	91.9	13,916	5.7
Total Population 1985 State Demographer[2]																
	4,193,000	100.0	N/A		72,700	1.7	42,100	1.0	39,700	0.9	N/A		4,038,500	96.3	154,500	3.7

[1]Technical college extension students are not included. Students whose racial/ethnic group is unknown are not included.
[2]Estimated population based on ratio of births to population.

Source: Minnesota Higher Education Coordinating Board

Table I.7
Minnesota Resident/Non-Resident Foreign Enrollment 1978-1989

Year	Minnesota Residents		Other State		Foreign		Total
	No.	Percent	No.	Percent	No.	Percent	
1978	160,439	84.1	25,840	13.5	4,550	2.4	190,829
1979	165,943	84.8	25,277	12.9	4,499	2.3	195,719
1980	174,880	84.9	26,153	12.7	5,050	2.5	206,083
1981	180,369	84.7	26,680	12.5	5,920	2.8	212,858
1982	181,026	84.7	26,571	12.4	6,219	2.9	213,816
1983[1]	168,918	84.4	26,623	13.3	4,639	2.3	200,180
1984[2]	186,964	84.9	28,440	12.9	4,741	2.2	220,145
1985[3]	190,564	84.9	29,113	13.0	4,907	2.2	224,584
1986[4]	191,897	84.7	29,656	13.1	5,013	2.2	226,566
1987[5]	197,973	84.7	30,566	13.1	5,289	2.3	233,828
1988[6]	206,342	84.4	33,217	13.6	4,948	2.0	244,507
1989[7]	223,766	84.5	35,678	13.5	5,392	2.0	264,836

[1]Does not include 8,841 students whose place of residence was unknown.
[2]Does not include 7,089 students whose place of residence was unknown.
[3]Does not include 6,588 students whose place of residence was unknown.
[4]Does not include 7,044 students whose place of residence was unknown.
[5]Does not include 10,148 students whose place of residence was unknown.
[6]Does not include 6,797 students whose place of residence was unknown.
[7]Does not include 4,553 students whose place of residence was unknown.

Source: Minnesota Higher Education Coordinating Board

Table I.8
Headcount Enrollment by System and Level,[1] 1984-1989

1984 System	Voc.	Undergrad.	Grad & 1st Prof.	Total	1985 Voc.	Undergrad.	Grad. & 1st Prof.	Total
Technical Colleges	38,844			38,844	40,166			40,166
Community Colleges	9,611	27,473		37,084	9,485	29,573		39,058
State Universities		40,761	2,986	43,747		42,071	3,034	45,105
University of Minnesota		44,832	10,960	55,792		44,652	11,272	55,924
Private Vocational	9,009			9,009	9,239			9,239
Private Colleges	123	36,144	4,183	40,450	103	35,510	4,476	40,089
Private Professional			3,229	3,229			3,136	3,136
Total	57,587	149,210	21,358	228,155	58,993	151,806	21,918	232,717

1986 System	Voc.	Undergrad.	Grad & 1st Prof.	Total	1987 Voc.	Undergrad.	Grad. & 1st Prof.	Total
Technical Colleges	35,087			35,087	33,613			33,613
Community Colleges	10,085	31,251		41,336	10,915	34,810		45,725
State Universities		44,350	3,296	47,646		48,307	3,889	52,196
University of Minnesota		43,891	12,406	56,297		43,162	12,762	55,924
Private Vocational	8,142			8,142	9,321			9,321
Private Colleges	78	36,287	4,892	41,257	62	38,094	5,799	43,955
Private Professional			3,348	3,348			3,061	3,061
Total	53,392	155,779	23,942	233,113	53,911	164,373	25,511	243,795

1988 System	Voc.	Undergrad.	Grad & 1st Prof.	Total	1989 Voc.	Undergrad.	Grad. & 1st Prof.	Total
Technical Colleges	32,904			32,904	38,705			38,705
Community Colleges	11,061	38,478		49,539	11,712	41,493		53,655
State Universities		55,238	4,776	60,014		54,947	8,111	63,058
University of Minnesota		41,748	12,767	54,515		40,718	12,621	53,339
Private Vocational	9,762			9,762	9,918			9,918
Private Colleges	49	39,099	7,102	46,250	45	39,659	7,850	47,554
Private Professional			3,021	3,021			3,160	3,160
Total	53,776	174,563	27,666	256,005	60,380	177,267	31,742	269,389

[1]Does not include technical college extension students.

Source: Minnesota Higher Education Coordinating Board

Table I.9
Post-Secondary Enrollment Options Program
1985-86 — 1989-90

Post-Secondary Institutions	Grade 11	Fiscal Year 1985-86 Grade 12	Total
Technical Colleges	102	266	368
Community Colleges	481	1,329	1,810
State Universities	182	457	639
University of Minnesota	176	447	623
Private Institutions	68	163	231
Total	1,009	2,662	3,671

Post-Secondary Institutions	Grade 11	Fiscal Year 1986-87 Grade 12	Total
Technical Colleges	145	356	501
Community Colleges	479	1,405	1,884
State Universities	127	441	568
University of Minnesota	198	657	855
Private Institutions	44	206	250
Total	993	3,065	4,058

Post-Secondary Institutions	Grade 11	Fiscal Year 1987-88 Grade 12	Total
Technical Colleges	218	464	682
Community Colleges	517	1,594	2,111
State Universities	137	467	604
University of Minnesota	318	1,211	1,529
Private Institutions	59	217	276
Total	1,249	3,953	5,202

Post-Secondary Institutions	Grade 11	Fiscal Year 1988-89 Grade 12	Total
Technical Colleges	284	626	910
Community Colleges	601	1,985	2,586
State Universities	117	457	574
University of Minnesota	306	1,393	1,699
Private Institutions	69	275	344
Total	1,377	4,736	6,113

Post-Secondary Institutions	Grade 11	Fiscal Year 1989-90 Grade 12	Total
Technical Colleges	352	725	1,077
Community Colleges	477	1,855	2,332
State Universities	142	496	638
University of Minnesota	389	1,295	1,684
Private Institutions	70	296	366
Total	1,430	4,667	6,097

Source: Minnesota Department of Education

Table I.10
Participation Rates of 1989 Minnesota High School Graduates in Minnesota Post Secondary Institutions Fall 1989

	Male		Female		Total	
	New Entering Students	Participation Rate	New Entering Students	Participation Rate	New Entering Students	Participation Rate
State University System	2,562	8.96	3,548	12.68	6,110	10.80
Community College System	3,009	10.53	2,845	10.17	5,854	10.35
Technical Colleges	1,725	6.03	1,366	4.88	3,091	5.46
University of Minnesota	2,364	8.27	2,203	7.87	4,567	8.07
All Public Institutions	9,660	33.81	9,962	35.62	19,622	34.71
Private Vocational Schools	270	.94	791	2.82	1,061	1.87
Private Colleges and Universities	1,592	5.57	2,268	8.11	3,860	6.82
All Private Institutions	1,862	6.51	3,059	10.94	4,921	8.70
All Minnesota Institutions[1]	11,522	40.33	13,021	46.56	24,543	43.41

NOTE — There were:
28,566 male high school graduates in 1989
27,961 female high school graduates in 1989
56,527 total high school graduates in 1989 (318 high school graduates were not included in this table due to preliminary high school graduate data).

[1]13 students were not tabulated due to unknown gender. Reported participation rate may be lower than actual participation due to unknown year of high school graduation of new entering students.

Source: Minnesota Higher Education Coordinating Board

Table I.11
Outmigrants[1] and Inmigrants[2] for Minnesota, by Level of Institution and State or Outlying Area Fall 1988

AREA and STATE	Outmigrants			Inmigrants		
	Total	Four Year	Two Year	Total	Four Year	Two Year
50 STATES and D.C.	12,350	11,180	1,170	13,259	10,539	2,270
Alaska	5	5	0	42	37	3
Alabama	31	24	7	14	14	0
Arkansas	25	24	1	20	19	1
Arizona	460	255	205	74	58	16
California	417	378	39	268	261	7
Colorado	297	285	12	172	169	3
Connecticut	39	39	0	49	49	0
District of Columbia	113	113	0	33	30	3
Delaware	3	3	0	16	16	0
Florida	119	83	36	95	82	13
Georgia	47	47	0	31	31	0
Hawaii	21	21	0	20	19	1
Iowa	974	806	168	755	673	82

Continued

Table I.11 (continued)
Outmigrants[1] and Inmigrants[2] for Minnesota, by Level of Institution and State or Outlying Area
Fall 1988

AREA and STATE	Outmigrants			Inmigrants		
	Total	Four Year	Two Year	Total	Four Year	Two Year
Idaho	32	18	14	28	26	2
Illinois	537	533	4	1,062	1,043	19
Indiana	300	296	4	108	101	7
Kansas	89	78	11	70	67	3
Kentucky	34	27	7	33	33	0
Louisiana	30	30	0	16	16	0
Massachusetts	291	289	2	108	105	3
Maryland	52	51	1	59	58	1
Maine	27	27	0	20	20	0
Michigan	273	259	14	220	203	17
Minnesota	0	0	0	0	0	0
Missouri	232	224	8	87	83	4
Mississippi	13	13	0	17	16	1
Montana	111	109	2	172	170	2
North Carolina	49	43	6	37	36	1
North Dakota	2,267	2,047	220	1,434	1,278	156
Nebraska	137	134	3	171	167	4
New Hampshire	32	32	0	17	17	0
New Jersey	44	44	0	95	95	0
New Mexico	41	34	7	26	26	0
Nevada	15	12	3	22	22	0
New York	195	189	6	223	222	1
Ohio	123	121	2	133	132	1
Oklahoma	30	28	2	20	20	0
Oregon	115	110	5	49	47	2
Pennsylvania	118	117	1	121	121	0
Rhode Island	27	27	0	21	21	0
South Carolina	33	32	1	15	13	2
South Dakota	557	557	0	868	822	46
Tennessee	49	48	1	28	28	0
Texas	271	177	94	109	93	16
Utah	34	32	2	25	24	1
Virginia	53	41	12	65	64	1
Vermont	21	21	0	12	12	0
Washington	96	96	0	92	89	3
Wisconsin	3,443	3,175	268	3,154	2,801	383
West Virginia	5	5	0	5	5	0
Wyoming	23	21	2	31	31	0
State Unknown	0	0	0	2,897	954	1,943
OUTLYING AREAS	0	0	0	34	22	12
American Samoa	0	0	0	1	1	0
Northern Mariannes	0	0	0	0	0	0
Guam	0	0	0	2	2	0
Puerto Rico	0	0	0	27	16	11
Trust Terr. Pac. Is.	0	0	0	1	0	1
Virgin Islands	0	0	0	3	3	0
FOREIGN COUNTRIES	0	0	0	1,221	1,107	114

[1]Minnesota residents attending institutions of higher education in other states.
[2]Nonresidents attending Minnesota institutions of higher education.

Source: National Center for Education Statistics

Table I.12
Headcount Enrollment of New Entering Students by System[1] 1978-1989

System	Fall 1978	Fall 1979	% Change '78-79	Fall 1980	% Change '79-80	Fall 1981	% Change '80-81	Fall 1982	% Change '81-82
Technical College	20,294	21,872	7.8	23,961	9.6	23,254	—3.0	20,880	—10.2
Community College	13,300	13,969	5.0	15,450	10.6	15,508	0.4	14,596	—5.9
State University	7,561	7,787	3.0	8,158	4.8	8,267	1.3	7,416	—10.3
University of Minnesota	8,062	8,391	4.1	8,568	2.1	8,348	—2.6	7,997	—4.2
Private Two-Year	814	724	—11.1	790	9.1	644	—18.5	863	34.0
Private Four-Year	8,818	8,838	0.2	8,811	—0.3	8,837	0.3	8,187	—7.4
Total	58,849	61,581	4.6	65,738	6.8	64,858	—1.3	59,939	—7.6

System	Fall 1983	% Change '82-83	Fall 1984	% Change '83-84	Fall 1985	% Change '84-85	Fall 1986	% Change '85-86
Technical College	15,767	—24.5	13,358	—15.3	14,880	11.4	13,434	—9.7
Community College	15,860	8.7	14,859	—6.3	16,648	12.0	15,434	—7.3
State University	7,744	4.4	7,402	—4.4	7,883	6.5	8,251	4.7
University of Minnesota	7,841	—2.0	7,359	—6.1	7,547	2.6	7,316	—3.1
Private Two-Year[1]	583	—32.4	598	2.6	327	—45.3	337	3.1
Private Four-Year	8,619	5.3	8,435	—2.1	8,275	—1.9	88,142	—1.6
Total	56,414	—5.9	52,011	—7.8	55,560	6.8	52,914	—4.8

System	Fall 1987	% Change '86-87	Fall 1988	% Change '87-88	Fall 1989	% Change '88-89
Technical College	17,617	31.1	14,059	—20.2	16,487	17.3
Community College	16,933	9.7	18,054	6.6	18,859	4.5
State University	8,981	8.8	9,485	5.6	9,015	—5.0
University of Minnesota	6,839	—6.5	6,871	0.5	6,476	—5.7
Private Two-Year	317	—5.9				
Private Four-Year	8,470	4.0				
Private Colleges			8,572	—2.4	8,445	—1.5
Total	59,157	11.8	57,041	—3.6	59,282	3.9

[1]The decrease of new entering students at private two-year institutions in Fall 1985 is due to the closing of Golden Valley Lutheran College.

Source: Minnesota Higher Education Coordinating Board

Table I.13
Estimated Rate of Participation by Minnesota Students in Post-Secondary Education[1]

Post-Secondary System	Age 19 or Below	Age 20 — 24	Public and Private High School Graduates 1986
Technical Colleges[2]	9,250	9,530	
Community Colleges	7,768	4,133	
State University System	7,842	462	
University of Minnesota	5,523	365	
Private 4-year[3]	5,322	208	
Private 2-year[3]	178	31	
Private Vo-Tech	1,355	814	
Out-of-State 4-year[3]	6,947[5]	2,980[5]	
Out-of-State 2-year[3]	519[5]	500[5]	
Allocation of Age Not Identified[4]	1,173	479	
Total	45,877[6] = 81.7%	19,502[6] ÷ 5 = 3,900 averaged annually and 7.0% =	88.7% of 56,149[7]

[1]Fall, winter, and University of Minnesota spring terms.
[2]Includes all programs full 1986-87 academic year.
[3]Does not include winter semester 1987 new entering freshmen.
[4]1,652 students who did not identify age were distributed by age according to prevailing average.
[5]Age distributed according to prevailing average.
[6]Some out-of-state institutions and those studying abroad not included due to non-reporting to IPEDS.
[7]High school graduations peaked in 1977-78 with 72,660 and declined annually since then until 1987. They have been relatively stable over the last four years and therefore may serve as an acceptable basis for calculating the annual average for the column of the 20-24 age group.

Sources: Minnesota Higher Education Coordinating Board
U.S. Department of Education
National Center of Educational Statistics
Consultation with post-secondary institutions.

Table I.14
Fall Headcount Enrollment and Full Year Equivalent by System 1983-1988

	1983 Fall Headcount	FYE Fiscal Year 1984	1984 Fall Headcount	FYE Fiscal Year 1985
Technical Colleges[1]	22,847	35,177	38,844	33,636
Community Colleges	38,381	24,438	37,084	23,108
State Universities	43,651	41,866	43,747	41,785
University of Minnesota	57,792	57,049	55,792	55,884
Private Colleges[2]	40,084	36,577	40,450	35,731
Private Professional[3]	3,105	1,783	3,229	1,683
Total	205,860	196,890	219,146	191,827
	1985 Fall Headcount	**FYE Fiscal Year 1986**	**1986 Fall Headcount**	**FYE Fiscal Year 1987**
Technical Colleges[1]	40,314	32,883	35,169	32,252
Community Colleges	39,264	24,235	41,542	25,495
State Universities	48,504	43,180	51,381	45,889
University of Minnesota	56,108	56,122	56,426	57,152
Private Colleges[2]	40,453	36,352	41,858	37,358
Private Professional[3]	3,268	2,823	3,350	2,836
Total	227,911	195,595	229,726	200,982
	1987 Fall Headcount	**FYE Fiscal Year 1988**	**1988 Fall Headcount**	**FYE Fiscal Year 1989**
Technical Colleges[1]	33,630	31,447	32,931	32,194
Community Colleges	45,787	27,591	49,589	30,350
State Universities	54,979	48,386	60,273	51,411
University of Minnesota	55,924	56,047	54,515	55,574
Private Colleges[2]	44,665	38,917	46,260	41,917
Private Professional[3]	3,091	2,821	3,021	2,870
Total	238,076	205,209	246,589	214,316

[1]Technical Colleges report average daily memberships rather than FYE. Does not include extension students.
[2]Does not include summer session.
[3]Does not include summer session. William Mitchell College of Law FYE figures excluded in Fiscal Years 1984 and 1985.

Source: Minnesota Higher Education Coordinating Board

Table I.15
Undergraduate Transfers from System to System
Fall 1989

System Transferred From	System Transferrred To: State Universities	Community Colleges	Technical Colleges	University of Minnesota	Private Vocational	Private Colleges and Universities	Total
State Universities	491	307	271	326	108	137	1,640
Community Colleges	2,444	433	305	754	258	536	4,730
Technical Colleges	219	434	340		170	36	1,199
University of Minnesota	743	330	61		186	265	1,585
Private Vocational	2	26	41		118	21	208
Private Colleges and Universities	355	132	24	261	40	198	1,010
Private Professional						1	1
Other Minnesota Institutions	518	46	24	682	31	145	1,446
Out of State	1,455	623	307	950	216	587	4,138
Not Available	89	76	720	507	346	1,318	3,056
Total	6,316	2,407	2,093	3,480	1,473	3,244	19,013

Source: Minnesota Higher Education Coordinating Board

Table I.16
Headcount Enrollments by Tuition Type and Level Minnesota Public Post-Secondary Systems Fall 1983-Fall 1987[1]

	1983	1984	1985	1986	1987	% 1983	% 1984	% 1985	% 1986	% 1987
University of Minnesota — Total[2]										
Resident students, res. tuition	47,677	47,214	46,776	46,730	45,491	82.5	84.2	83.4	82.8	81.3
Reciprocity students, recip. tuition	3,028	3,262	3,083	3,436	3,953	5.2	5.8	5.5	6.1	7.1
Nonres., nonrecip. students, res. tuition	3,184	2,094	2,177	2,387	2,602	5.5	3.7	3.9	4.2	4.7
Nonres. students, nonres. tuition	3,864	3,473	4,068	3,871	3,876	6.7	6.2	7.3	6.9	6.9
Other/Not reported	40	0	4	2	3	0.1	0.0	0.0	0.0	0.0
TOTAL	57,793	56,043	56,108	56,426	55,925	100.0	100.0	100.0	100.0	100.0
State University System — Total										
Resident students, res. tuition	39,766	40,492	41,876	44,275	47,297	86.3	86.5	86.3	86.2	86.0
Reciprocity students, recip. tuition	3,146	3,339	3,588	4,034	4,447	6.8	7.1	7.4	7.9	8.1
Nonres., nonrecip. students, res. tuition	227	250	291	578	492	0.5	0.5	0.6	1.1	0.9
Nonres. students, nonres. tuition	2,893	2,508	2,478	2,327	2,581	6.3	5.4	5.1	4.5	4.7
Other/Not reported	50	249	271	167	162	0.1	0.5	0.6	0.3	0.3
TOTAL	46,082	46,838	48,504	51,381	54,979	100.0	100.0	100.0	100.0	100.0
Community College System										
Resident students, res. tuition	37,424	36,210	37,391	40,141	44,268	97.5	97.6	95.2	96.6	96.7
Reciprocity students, recip. tuition	0	0	357	362	402	0.0	0.0	0.9	0.9	0.9
Nonres., nonrecip. students, res. tuition	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0
Nonres. students, nonres. tuition	956	624	401	475	654	2.5	1.7	1.0	1.1	1.4
Other/Not reported	1	254	1,115	564	465	0.0	0.7	2.8	1.4	1.0
TOTAL	38,381	37,088	39,264	41,542	45,789	100.0	100.0	100.0	100.0	100.0
Technical College System										
Resident students, res. tuition	0	0	0	0	36,906	0.0	0.0	0.0	0.0	67.3
Reciprocity students, recip. tuition	0	0	0	0	1,652	0.0	0.0	0.0	0.0	3.0
Nonres., nonrecip. students, res. tuition	0	0	0	0	27	0.0	0.0	0.0	0.0	0.0
Nonres. students, nonres. tuition	0	0	0	0	2,266	0.0	0.0	0.0	0.0	4.1
Other/Not reported	37,154	39,410	40,314	35,169	13,991	100.0	100.0	100.0	100.0	25.5
TOTAL	37,154	39,410	40,314	35,169	54,842	100.0	100.0	100.0	100.0	100.0
ALL PUBLIC SYSTEMS[2]										
Resident students, res. tuition	124,867	123,916	126,043	131,146	173,962	69.6	69.1	68.4	71.1	82.2
Reciprocity students, recip. tuition	6,174	6,601	7,028	7,832	10,454	3.4	3.7	3.8	4.2	4.9
Nonres., nonrecip. students, res. tuition	3,411	2,344	2,468	2,965	3,121	1.9	1.3	1.3	1.6	1.5
Nonres. students, nonres. tuition	7,713	6,605	6,947	6,673	9,377	4.3	3.7	3.8	3.6	4.4
Other/Not reported	37,245	39,913	41,704	35,902	14,621	20.8	22.3	22.6	19.5	6.9
TOTAL	179,410	179,379	184,190	184,518	211,535	100.0	100.0	100.0	100.0	100.0

[1]Does not include secondary students.
[2]Does not include Continuing Education and Extension, which has had enrollments of over 20,000 in undergraduate and graduate courses.

Source: Minnesota Higher Education Coordinating Board

Table I.17
Total Degrees Awarded by Level, 1977-1989

Year	Degree					
	Associate	Bachelor's	Master's	Doctor's	First Professional	All Degrees
1977-78	6,134	18,120[1]	3,572	502	1,454	29,782[1]
1978-79	5,740	18,498	3,322	471	1,652	29,683
1979-80	6,229	18,653	3,201	498	1,505	30,086
1980-81	6,579	19,113[2]	3,285	521	1,485[2]	30,983[2]
1981-82	6,960	19,798	3,545	479	1,756	32,538
1982-83	6,703	20,639	3,502	487	1,595	32,926
1983-84	6,789	20,437	4,187	593	1,093	33,099
1984-85	5,328[3]	20,510	3,464	524	1,288	31,114[3]
1985-86	5,902	20,130	3,463	577	1,580	31,652[4]
1986-87[4]	6,370[5]	19,860[5]	3,528	508	1,041	31,306[5]
1987-88	7,248	21,084	3,855	549	1,560	34,296
1988-89	5,499	21,444	4,086	567	1,490	33,086

[1]Does not include data from Minneapolis College of Art and Design.
[2]Does not include data from Hamline University.
[3]Does not include data from St. Mary's Junior College.
[4]Does not include data from United Theological Seminary.
[5]Does not include data from Fergus Falls Community College, Normandale Community College, Augsburg College, Minnesota Bible College, St. Paul Bible College, College of St. Scholastica and College of St. Catherine, St. Mary's campus.

Source: Minnesota Higher Education Coordinating Board

Table I.18
Graduates by Program Area
1988-89 School Year[1]

Program Area	Number of Graduates							
	Less than 1 Yr.	2 Yr.	Assoc.	Less than 4 Yrs.	Bac.	Master's	Doc.	First Prof.
Agribusiness & Agri Production	117	76	130	151	62	21	11	0
Agricultural Sciences	0	0	76	0	65	52	23	0
Renewable Natural Resources	30	6	26	6	45	22	8	0
Architecture & Environmental Des.	0	2	0	23	116	17	0	0
Area & Ethnic Studies	0	0	0	0	99	9	8	0
Business & Management	246	328	255	390	4,435	1,066	14	0
Business — Admin Support	401	1,409	326	179	62	0	0	0
Marketing & Distribution	208	302	80	121	62	0	0	0
Communications	9	24	8	25	877	22	1	0
Communications Technologies	0	17	6	17	0	0	0	0
Computer & Information Sciences	0	125	22	58	607	105	9	0
Consumer, Personal & Misc. Serv.	39	147	0	27	31	0	0	0
Education	0	30	41	0	2,987	1,191	78	0
Engineering	0	9	0	10	808	176	83	0
Engineering & Eng. Related Tech.	7	470	293	464	271	35	0	0
Foreign Languages	0	0	0	0	372	15	13	0
Allied Health	532	1,397	438	173	220	46	0	0
Health Sciences	18	0	643	6	748	351	38	660
Home Economics	0	6	5	6	227	20	14	0
Vocational Home Economics	52	295	37	35	6	0	0	0
Law	0	0	45	0	86	3	0	629
Letter	0	0	0	0	1,087	93	29	0
Liberal-General Studies	27	19	2,601	0	212	64	0	0
Library & Archival Sciences	0	0	0	0	0	26	1	0
Life Sciences	0	7	0	0	737	54	67	0
Mathematics	0	2	0	0	465	55	19	0
Multi-Interdisciplinary Studies	0	0	9	0	1,019	33	3	0
Parks & Recreation	0	0	4	7	135	14	0	0
Philosophy & Religion	0	0	0	0	191	11	3	0
Theology	4	61	16	24	274	92	17	201
Physical Sciences	0	0	0	0	504	50	43	0
Science Technologies	0	10	0	7	0	0	0	0
Psychology	0	2	1	0	981	111	35	0
Protective Services	23	0	306	0	246	9	0	0
Public Affairs	0	1	25	0	364	186	3	0
Social Sciences	0	0	0	0	2,230	74	33	0
Construction Trades	75	272	1	265	0	0	0	0
Mechanics & Repairers	120	576	19	727	0	0	0	0
Precision Production	49	816	46	381	5	0	0	0
Transportation & Material Moving	30	58	20	28	0	0	0	0
Visual & Performing Arts	1	0	20	5	808	63	14	0
Total	1,988	6,467	5,499	3,135	21,444	4,086	567	1,490

[1]Figures are preliminary for 1988-89. The total number of reported graduates in Minnesota may be somewhat lower than actual graduate numbers because not all institutions submit surveys.

Source: IPEDS, National Center for Education Statistics

Table I.19
Alternative Projected Levels of College Education Among Minnesota's Labor Force, Ages 25-64, 1980, 1990 and 2000

Scenario	1980 Estimated	1990 Projected	2000 Projected
High			
% with 2 or More Years of College	35.9	49.7	61.1
% with 4 or More Years of College	23.5	32.3	39.2
Intermediate High			
% with 2 or More Years of College	35.9	49.7	57.4
% with 4 or More Years of College	23.5	32.3	36.9
Intermediate Low			
% with 2 or More Years of College	35.9	45.9	51.1
% with 4 or More Years of College	23.5	29.9	33.1
Low			
% with 2 or More Years of College	35.9	45.9	49.8
% with 4 or More Years of College	23.5	29.9	32.3

Source: Minnesota Higher Education Coordinating Board

Table I.20
Historic and Projected Annual High School Graduates in Minnesota by Region, 1978-2008

School Year Ending	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8	Region 9	Region 10	Region 11	State
1978 (Actual)	1,985	1,093	6,239	3,584	2,520	3,346	5,919	2,814	4,088	7,409	33,514	72,518
1979 (Actual)	2,003	1,137	5,896	3,538	2,496	3,457	6,068	2,746	4,058	7,364	32,576	71,339
1980 (Actual)	1,917	1,145	5,953	3,480	2,470	3,368	6,031	2,767	4,036	7,265	31,899	70,358
1981 (Actual)	1,891	1,155	5,690	3,421	2,535	3,116	6,178	2,680	3,864	6,980	30,933	68,443
1982 (Actual)	1,735	1,064	5,486	3,262	2,263	3,116	6,000	2,467	3,695	6,826	30,515	66,429
1983 (Actual)	1,626	1,070	5,016	2,868	2,207	2,880	5,831	2,392	3,505	6,527	29,191	63,113
1984 (Actual)	1,523	1,019	4,824	2,820	2,106	2,791	5,554	2,190	3,276	6,063	27,427	59,593
1985 (Actual)	1,450	922	4,392	2,710	1,962	2,641	5,335	2,031	3,101	5,817	27,169	57,530
1986 (Actual)	1,395	875	4,404	2,693	1,977	2,429	5,200	1,970	2,963	5,599	26,644	56,149
1987 (Actual)	1,459	950	4,440	2,659	1,967	2,479	5,303	1,902	2,917	5,906	27,775	57,757
1988 (Actual)	1,465	900	4,380	2,702	2,020	2,444	5,504	1,944	3,148	5,794	28,546	58,847
1989 (Actual)	1,408	909	4,375	2,641	2,098	2,383	5,231	1,898	2,947	5,826	27,129	56,845
1990	1,352	928	3,826	2,512	1,919	2,353	5,029	1,747	2,651	5,272	24,293	51,874
1991	1,251	921	3,745	2,288	1,770	2,174	4,721	1,582	2,611	4,905	23,195	49,177
1992	1,241	878	3,619	2,290	1,730	2,164	4,725	1,670	2,628	4,940	22,777	48,667
1993	1,290	898	3,574	2,390	1,771	2,318	4,956	1,673	2,776	4,947	23,434	50,031
1994	1,220	884	3,553	2,330	1,841	2,185	4,971	1,615	2,673	5,154	23,361	49,829
1995	1,355	888	3,674	2,533	2,004	2,424	5,382	1,684	2,899	5,191	24,266	52,306
1996	1,328	934	3,691	2,627	1,994	2,339	5,636	1,782	3,001	5,420	25,522	54,279
1997	1,377	944	3,608	2,680	2,085	2,522	5,803	1,755	2,996	5,714	27,130	56,618
1998	1,389	1,012	3,608	2,789	2,001	2,576	6,305	1,749	3,133	5,920	28,603	59,089
1999	1,352	1,031	3,617	2,815	2,067	2,536	6,405	1,742	3,098	5,917	30,072	60,657
2000	1,316	1,048	3,519	2,831	2,109	2,571	6,288	1,741	3,051	5,908	30,174	60,561
2001	1,219	1,003	3,218	2,683	2,033	2,473	6,205	1,645	2,910	5,770	29,617	58,781
2002	1,163	960	3,018	2,594	2,059	2,396	6,122	1,556	2,853	5,689	30,178	58,592
2003	1,184	987	2,886	2,563	1,954	2,350	5,959	1,492	2,771	5,671	31,522	59,343
2004	1,137	968	2,707	2,445	1,872	2,199	5,823	1,399	2,570	5,450	32,003	58,579
2005	1,070	914	2,560	2,287	1,834	2,078	5,701	1,380	2,472	5,310	32,131	57,742
2006	1,167	925	2,925	2,632	1,983	2,266	6,697	1,493	2,875	5,832	29,801	58,600
2007	1,215	937	3,070	2,814	2,070	2,358	7,244	1,528	3,040	6,058	28,408	58,746
2008	1,193	933	2,972	2,791	2,069	2,328	7,314	1,498	2,988	5,996	28,101	58,187

Source: Minnesota Higher Education Coordinating Board

Table I.21
Outlook for Total Fall Headcount Enrollments, Public Post-Secondary Systems[1]
1986-87 — 1999-2000

Fiscal Year	Community College System High	Community College System Low	State University System High	State University System Low	Technical College System High	Technical College System Low	University of Minnesota	Public Systems High	Public Systems Low
1986-87[2]	41,542		51,381		49,789		56,426	199,138	
1987-88[2]	45,789		54,980		49,996		55,924	206,689	
1988-89[2]	49,589		60,273		54,972		54,514	219,348	
1989-90[2]	53,698		63,031		n/a		53,339	226,414	
1990-91	54,493	53,860	63,282	62,548	58,008	57,336	52,895	228,678	226,639
1991-92	53,835	52,019	61,995	60,409	56,829	55,375	51,898	224,557	219,701
1992-93	52,483	51,174	60,948	59,428	55,869	54,476	50,322	219,622	215,400
1993-94	51,073	50,222	59,310	58,322	54,368	53,462	49,379	214,130	211,385
1994-95	51,216	50,286	59,477	58,397	54,521	53,531	48,786	214,000	211,000
1995-96	51,596	50,387	59,918	58,514	54,925	53,638	48,862	215,301	211,401
1996-97	51,932	50,295	60,308	58,408	55,282	53,540	49,357	216,879	211,600
1997-98	52,074	50,158	60,473	58,248	55,434	53,394	50,119	218,100	211,919
1998-99	53,113	49,715	61,680	57,733	56,540	52,922	51,130	222,463	211,500
1999-00	54,142	49,434	62,874	57,407	57,635	52,621	52,038	226,689	211,500

[1]Annual headcount for technical colleges, fall enrollment for other systems.
[2]Actual enrollment.

Source: Minnesota Higher Education Coordinating Board

Table I.22
Outlook for Full Year Equivalent Enrollments, Public Post-Secondary Systems[1]
1986-87 — 1990-2000

Fiscal Year	Community College System		State University System		Technical College System[2]		University of Minnesota	Public Systems	
	High	Low	High	Low	High	Low		High	Low
1986-87[3]	25,495		45,893		32,252		57,153	160,793	
1987-88[3]	27,591		48,416		31,452		56,047	163,506	
1988-89[3]	30,350		51,411		32,194		55,574	169,529	
1989-90[4]	n/a		n/a		n/a		n/a	172,242	
1990-91	32,250	31,870	53,748	53,117	33,444	33,050	53,661	173,103	171,698
1991-92	32,027	30,358	53,379	50,596	33,213	31,482	52,752	171,371	165,188
1992-93	31,999	30,929	53,332	51,548	33,185	32,074	51,142	169,658	165,693
1993-94	31,690	30,381	52,817	50,635	32,864	31,506	50,081	167,452	162,603
1994-95	31,762	30,495	52,937	50,825	32,938	31,624	49,363	167,000	162,307
1995-96	32,116	30,608	53,526	51,013	33,305	31,742	49,253	168,200	162,616
1996-97	32,259	30,590	53,765	50,983	33,454	31,723	49,473	168,951	162,769
1997-98	32,348	30,527	53,914	50,879	33,546	31,658	49,951	169,759	163,015
1998-99	32,382	30,247	53,971	50,412	33,582	31,368	50,665	170,600	162,692
1999-00	32,372	30,076	53,953	50,127	33,570	31,190	51,306	171,201	162,699

[1]Includes Summer Session for all collegiate institutions and Continuing Education and Extension for the University of Minnesota.
[2]Average daily membership.
[3]Actual FYE/ADM.
[4]Estimate.

Source: Minnesota Higher Education Coordinating Board

Minnesota Investment in Post-Secondary Education

This chapter provides an overview of the investment in Minnesota post-secondary education. It first examines fiscal data for the four public post-secondary education systems. Second, it provides required tuition and fee charges in current and constant dollars for students attending public and private institutions. Third, it summarizes the state's investment in financial aid. Fourth, the chapter describes the state investment by various functions.

Trends in state appropriations to the four public systems in both current and constant dollars for 1978, 1983, 1986, 1989, 1990, and 1991 are shown in Table I.23. The table also shows tuition revenue as a percentage of instructional expenditures. Tuition revenue as a percentage of instructional expenditures is an indicator of the reliance on tuition as a revenue source for instruction.

Average instructional expenditures per full-year equivalent student in current and constant dollars for Minnesota public systems are shown in Table I.24. The table relates expenditures to the volume of instructional activity occurring in each system. The use of constant dollars eliminates the effects of inflation.

Table I.25 shows the total general fund expenditures and instructional expenditures for the four systems. It also displays full-year equivalent enrollments for the four systems. General fund instructional expenditures are the direct expenditures and the support (such as physical plant and library) expenditures attributable to instruction that are provided through the general fund. The state's average cost funding policy and cost-related tuition policy finance these expenditures.

Table I.26 shows expenditures for instruction and for library collections at the University of Minnesota, State University System, and Community College System for 1979, 1982, 1985,and 1988. Table I.27 indicates the number of volumes, periodical subscriptions, and items received through interlibrary loans; and expenditures for collections (book and journal subscriptions included), and full-year equivalent expenditures for Fiscal Year 1988.

Tables I.28 through I.35 show trends in the price charged to students. Table I.28 shows tuition and required fees compared to Minnesota per capita personal income in current and constant dollars for academic year 1971 through 1991 for the four public systems and the private four-year colleges.

Tables I.29 through I.35 show tuition and fees compared to per capita income in current and constant dollars from 1979 through 1991. Room and board charges also are shown for the four-year institutions.

Tuition represents the basic price charged by an institution to a student enrolling in post-secondary education. Since virtually every post-secondary institution requires some fees in addition to tuition for a full-time student, tuition and required fees more accurately represent total charges to the student.

State appropriations for student financial assistance from Fiscal Year 1984 through 1989 are displayed in Table I.36, and the numbers of recipients are shown in Table I.37.

Table I.38 shows, for Fiscal Years 1987 and 1989, financial aid awarded to undergraduates for all Minnesota institutions. Table I.39 shows the distribution of aid awarded to undergraduates for all Minnesota institutions by type of aid, while Table I.40 shows the data by source.

Tables I.41 through I.44 show the distribution of the state's investment in post-secondary education. Table I.41 displays for Fiscal Year 1990 the distribution of state appropriations by function — institutional operation, student financial aid, statewide programs, and interstate tuition reciprocity. The amounts do not include state appropriations to the Department of Finance for debt service on bonds sold for capital improvements in post-secondary facilities. Table I.42 shows the distribution of state appropriations for institutional operations for Fiscal Year 1990. Table I.43 indicates the distribution of state appropriations for financial aid awards by system for Fiscal Year 1990 based on the State Scholarship and Grant Program, the State Part-Time Grant Program, and the State Work-Study Program. Table I.44 displays the distribution of state appropriations for institutional operation and financial aid by system, category of institution, and statewide function. State appropriations to systems and categories of institutions include

Table I.23
Total State Appropriations and Tuition Revenue as a Percent of Instructional Expenditures and Percent Change from 1978 for Minnesota Public Systems, Fiscal Years 1978, 1983, 1986, 1989, 1990 and 1991 Estimates[1]

System and Fiscal Year	(Dollars in Thousands) Total State Appropriations	Percent Change From 1978	Total State Appropriations Constant $[2]	Percent Change From 1978	Tuition Rev. as a Percent of Instructional Expenditures
University of Minnesota					
1978	$187,471.1		$187,471.1		28.5
1983	263,667.4	40.6	171,882.3	—8.3	34.4
1986	329,545.5	75.8	184,722.8	—1.5	36.2
1989	406,119.0	116.6	197,432.7	5.3	33.0
1990	441,395.0	135.4	205,395.5	9.6	32.6
1991	465,574.0	148.3	207,290.3	10.6	32.7
State University System					
1978	70,502.3		70,502.3		23.1
1983	95,399.8	35.3	62,190.2	—11.8	28.5
1986	116,217.2	64.8	65,144.2	—7.6	34.4
1989	151,598.0	115.0	73,698.6	4.5	33.9
1990	167,934.0	138.2	78,145.2	10.8	33.6
1991	177,807.0	152.2	79,166.1	12.3	33.3
Community College System					
1978	30,650.2		30,650.2		24.2
1983	43,959.2	43.4	28,656.6	—6.5	34.3
1986	57,683.7	88.2	32,333.9	5.5	34.1
1989	76,522.0	149.7	37,200.8	21.4	35.3
1990	88,295.0	188.1	41,086.6	34.0	34.5
1991	98,671.0	221.9	43,931.9	43.3	34.2
Technical College System					
1978	90,406.4		90,406.4		9.1
1983	122,698.9	35.7	79,986.2	—11.5	17.3
1986	142,890.3	58.1	80,095.5	11.4	22.3
1989	164,436.0	81.9	79,939.7	—11.6	25.6
1990	166,264.0	83.9	77,368.1	—14.4	26.3
1991	172,878.0	91.2	76,971.5	—14.9	26.5
Total					
1978	379,030.0		379,030.0		
1983	525,725.3	38.7	342,715.3	—9.6	
1986	646,336.7	70.5	362,296.4	—4.4	
1989	798,675.0	110.7	388,271.8	2.4	
1990	863,888.0	127.9	401,995.3	6.1	
1991	914,930.0	141.4	407,359.8	7.5	

[1]Expenditure and tuition revenue data are estimated for fiscal year 1991.
[2]The Higher Education Price Index was used as a deflator with 1978 = 100. An inflation rate of 4.5 percent was assumed for both 1990 and 1991.

Source: Minnesota Department of Finance

Table I.24
Average Instructional Expenditures Per Full Year Equivalent Student in Current and Constant Dollars for Minnesota Public Systems Fiscal Years 1978, 1983, 1986, 1989, 1990 and 1991 Estimates[1]

System and Fiscal Year	Current Dollars Per FYE	Constant Dollars[2] Dollars Per FYE	Percent Change From 1978
University of Minnesota			
1978	$2,956	$2,956	
1983	4,120	2,686	—9.1
1986	5,349	2,970	0.5
1989	6,527	3,193	7.3
1990	7,152	3,281	11.0
1991	7,670	3,319	12.3
State University System			
1978	2,149	2,149	
1983	2,953	1,925	—10.4
1986	3,859	2,143	—0.3
1989	4,191	2,037	—5.2
1990	4,462	2,047	—4.7
1991	4,687	2,028	—5.6
Community College System			
1978	1,790	1,790	
1983	2,335	1,522	—15.0
1986	3,150	1,749	—2.3
1989	3,397	1,651	—7.7
1990	3,625	1,663	—7.1
1991	3,989	1,726	—3.6
Technical College System			
1978	2,567	2,567	
1983	3,745	2,442	—4.9
1986	4,654	2,584	0.7
1989	5,369	2,610	—1.7
1990	5,520	2,532	—1.4
1991	5,700	2,466	—3.9

[1]Expenditure and enrollment data for Fiscal Years 1990 and 1991 are estimated.
[2]The Higher Education Price Index was used as a deflator with 1978 = 100.

Source: Minnesota Department of Finance

appropriations for institutional operations and appropriations for financial aid to students attending those systems and institutions.

Table I.25
Total General Fund Expenditures, Instructional Expenditures, Full Year Equivalent Enrollments and Percent Change from 1978 for Minnesota Public Systems Fiscal Years 1978, 1983, 1986, 1989, 1990 and 1991 Estimates[1]

System and Fiscal Year	(Dollars in Thousands) Total General Fund Expenditures	Percent Change From 1978	Instructional Expenditures	Percent Change From 1978	Full Year Equivalent Enrollments[3]	Percent Change From 1978
University of Minnesota						
1978	$254,273.8		$171,126.3		57,899	
1983	356,253.7	40.1	242,146.4	41.5	58,774	1.5
1986	452,110.0	77.8	300,280.9	75.5	56,143	—3.0
1989	525,913.0	106.8	362,731.0	112.0	55,574	—4.0
1990	568,226.0	123.5	388,461.0	127.0	54,316	—6.2
1991	600,018.0	136.0	411,556.0	140.5	53,661	—7.3
State University System						
1978	89,508.2		82,789.7		38,518	
1983	134,111.1	49.8	124,314.4	50.2	42,102	9.3
1986	175,640.0	96.2	166,622.6	101.3	43,179	12.1
1989	224,734.0	151.1	215,449.0	160.2	51,411	33.5
1990	247,901.0	177.0	237,787.0	187.2	53,286	38.3
1991	261,412.0	192.1	251,197.0	203.4	53,597	39.1
Community College System						
1978	40,391.1		36,273.6		20,267	
1983	64,686.7	60.2	57,496.6	58.5	24,624	21.5
1986	85,497.4	111.7	76,348.2	110.5	24,237	19.6
1989	112,881.0	179.5	103,102.0	184.2	30,350	49.8
1990	129,407.0	220.4	119,124.0	228.4	32,860	62.1
1991	144,356.0	257.4	133,621.0	268.4	33,500	65.3
Technical College System[2]						
1978	98,663.9		90,978.8		35,445	
1983	162,979.0	65.2	154,901.1	70.3	41,359	16.7
1986	190,088.5	92.7	182,993.6	101.1	39,317	10.9
1989	218,760.0	121.7	212,233.0	133.3	39,532	11.5
1990	223,185.0	126.2	216,711.0	138.2	39,261	10.8
1991	232,793.0	135.9	226,402.0	148.9	39,722	12.1
Total						
1978	482,837.0		381,168.4		152,129	
1983	718,030.5	48.7	578,858.5	51.9	166,859	9.7
1986	903,335.9	87.1	726,245.3	90.5	162,876	7.1
1989	1,082,288.0	50.7	893,515.0	54.4	176,867	16.3
1990	1,168,719.0	142.1	962,083.0	152.4	179,723	18.1
1991	1,238,579.0	156.5	1,022,776.0	168.3	180,480	18.6

[1]Expenditure and enrollment data for Fiscal Years 1990 and 1991 are estimated.
[2]Fiscal year 1978 enrollments are estimated.
[3]Technical College enrollments are average daily membership.

Source: Minnesota Department of Finance

Table I.26
Expenditures for Instruction and Library Collections
University of Minnesota, State University System, Community College System
Fiscal Years 1979, 1982, 1985, 1988

Year	Instructional Expenditures (Direct Appropriations Plus Tuition)	Expenditures for Collections	Collections as a Percent of Expenditures
University of Minnesota			
1979	$182,549,800	$2,998,845	1.64
1982	236,037,800	3,302,872	1.40
1985	293,449,400	4,279,570	1.46
1988	336,495,000	6,354,627	1.89
State University System			
1979	$ 89,355,300	$1,129,289	1.26
1982	113,640,700	1,271,588	1.12
1985	153,497,100	1,675,363	1.09
1988	193,195,000	2,188,132	1.13
Community College System			
1979	$ 39,364,200	$ 410,015	1.04
1982	54,608,900	412,183	0.76
1985	71,196,800	514,603	0.72
1988	90,245,000	623,132	0.69
Combined Systems Total			
1979	$311,269,300	$4,538,149	1.46
1982	404,287,400	4,986,643	1.23
1985	518,143,300	6,469,536	1.25
1988	619,935,000	8,395,193	1.35

Source: Minnesota Higher Education Coordinating Board

Table I.27
Number of Volumes, Periodical Subscriptions, and Items Received Through Interlibrary Loans; Expenditures for Collections (Books and Journal Subscriptions Included), Full-Year Equivalent Enrollments Fiscal Year 1988

System	Volumes Held	Journals Held	Interlibrary Requests	Collection Expenditures	FYE
University of Minnesota System	5,007,200	43,377	22,799	$ 6,354,627	56,047
State University System	1,891,157	14,070	31,701	2,188,132	48,416
Private Colleges	4,477,179	28,536	65,998	5,079,332	40,031
Community College System	516,819	4,707	13,036	632,529	27,620
Technical College System	95,409	1,973	428	195,409	39,082
Total	11,987,764	92,663	133,962	14,455,401	211,196

Source: Minnesota Higher Education Coordinating Board — IPEDs Library Survey

Table I.28
Tuition and Required Fees[1] Compared to Minnesota Per Capita Income in Current and Constant Dollars[3] Academic Years 1971 Through 1991

Academic Year	University of Minnesota College of Liberal Arts Current Dollars	University of Minnesota College of Liberal Arts Constant Dollars	University of Minnesota Colleges of Nat. Resources Current Dollars	University of Minnesota Colleges of Nat. Resources Constant Dollars	State University System Current Dollars	State University System Constant Dollars	Community College System Current Dollars	Community College System Constant Dollars	Technical College System Current Dollars	Technical College System Constant Dollars	Private Colleges Current Dollars	Private Colleges Constant Dollars	Minnesota Per Capita Personal Income[2] Current Dollars	Minnesota Per Capita Personal Income[2] Constant Dollars
1971	$ 522	$522	$ 522	$522	$ 379	$379	$ 353	$ 353			$1,671	$1,671	$4,099	$4,099
1972	525	507	525	507	416	402	386	373			1,795	1,733	4,332	4,182
1973	641	596	656	609	416	386	386	359			1,933	1,796	4,918	4,569
1974	683	583	719	613	453	386	420	358			2,029	1,731	5,634	4,806
1975	714	548	762	585	479	367	420	322			2,203	1,690	4,842	4,482
1976	772	553	826	592	519	372	461	330			2,382	1,706	6,363	4,558
1977	815	552	869	588	545	369	495	335			2,576	1,744	7,021	4,753
1978	927	588	990	628	590	374	518	328			2,882	1,827	7,771	4,926
1979	994	577	1,072	622	608	353	540	313	350	203	2,999	1,739	8,691	5,041
1980	1,060	543	1,150	589	675	346	574	294	373	191	3,284	1,681	9,603	4,916
1981	1,194	548	1,313	602	726	333	637	292	373	171	3,674	1,685	10,603	4,864
1982	1,264	533	1,402	592	802	338	697	294	438	185	4,192	1,769	11,450	4,831
1983	1,521	615	1,631	660	989	400	833	337	560	227	4,799	1,942	12,042	4,871
1984	1,673	653	1,889	737	1,246	486	1,013	395	777	303	5,292	2,065	13,155	5,133
1985	1,834	689	2,112	793	1,433	538	1,103	424	980	368	5,749	2,159	14,200	5,332
1986	1,942	709	2,235	816	1,543	563	1,170	427	1,070	390	6,385	2,330	15,141	5,526
1987	2,020	721	2,376	848	1,623	580	1,193	426	1,166	416	6,922	2,472	15,620	5,577
1988	2,104	722	2,523	865	1,650	566	1,238	425	1,271	436	7,453	2,556	16,684	5,723
1989	2,208	728	2,693	887	1,695	559	1,305	430	1,305	430	8,189	2,698	17,998	5,897
1990	2,379	742	2,772	864	1,892	590	1,373	428	1,395	435	9,230	2,877	18,882	5,886
1991	2,630	778	2,918	863	1,997	591	1,474	436	1,496	442	10,044	2,971	19,865	5,875
% Change 1971-1991	403.8%	49.0%	459.0%	65.3%	426.9%	55.8%	317.6%	23.5%			501.1%	77.8%	384.6%	43.3%
% Change 1981-91	120.3%	41.9%	122.2%	43.4%	175.1	77.4%	131.4%	49.3%	301.1%	158.8%	173.4%	76.3%	87.4%	20.8%

[1]All tuition rates are for undergraduates. Public system tuition rates are for Minnesota residents. Tuition rates for the University of Minnesota are an average of lower and upper division rates for academic years 1982-83 through 1990-91. The College of Liberal Arts and the College of Natural Resources are the lowest and highest rates charged at the Twin Cities Campus in academic year 1990-91. The Minnesota Technical Colleges did not charge tuition for Minnesota residents under the age of 21 prior to 1979.

[2]Minnesota personal income per resident on Fiscal Year basis, Fiscal Year 1991 estimated.

[3]Consumer Price Index, United States with Fiscal Year 1971 = 100. Fiscal Year 1991 Consumer Price Index estimated at 5.4 percent.

Source: Minnesota Higher Education Coordinating Board

Table I.29
Tuition and Fees Compared to Minnesota Per Capita Income[1] in Current and Constant Dollars, Technical Colleges Academic Years 1979 Through 1991

Academic Year	Tuition and Fees	Annual Percent Change T & F	Cumulative Percent Change	Per Capita Personal Income	Annual Percent Change Total	Cumulative Percent Change
1978-79	$ 350			$ 8,691		
1979-80	373	6.6	6.6	9,603	10.5	10.5
1980-81	373	0.0	6.6	10,603	10.4	22.0
1981-82	438	17.4	25.1	11,450	8.0	31.7
1982-83	560	27.9	60.0	12,042	5.2	38.6
1983-84	777	38.8	122.0	13,155	9.2	51.4
1984-85	980	26.1	180.0	14,200	7.9	63.4
1985-86	1,070	9.2	205.7	15,141	6.6	74.2
1986-87	1,166	9.0	233.1	15,620	3.2	79.7
1987-88	1,271	9.0	263.1	16,684	6.8	92.0
1988-89	1,305	2.7	272.9	17,998	7.9	107.1
1989-90	1,395	6.9	298.6	18,882	4.9	117.3
1990-91	1,496	7.2	327.4	19,865	5.2	128.6
			Constant Dollars[2]			
1978-79	350			8,691		
1979-80	329	—6.0	—6.0	8,476	—2.5	—2.5
1980-81	295	—10.3	—15.7	8,386	—1.1	—3.5
1981-82	319	8.1	—8.9	8,333	—0.6	—4.1
1982-83	391	22.6	11.7	8,397	0.8	—3.4
1983-84	523	33.8	49.4	8,847	5.3	1.8
1984-85	634	21.2	81.1	9,191	3.9	5.8
1985-86	673	6.2	92.3	9,529	3.7	9.6
1986-87	718	6.7	105.1	9,618	0.9	10.7
1987-88	752	4.7	114.9	9,866	2.6	13.5
1988-89	741	—1.5	111.7	10,168	3.1	17.0
1989-90	754	1.8	115.4	10,146	—0.2	16.7
1990-91	774	2.6	121.1	10,130	—0.2	16.6

[1]Minnesota Personal Income per resident on a Fiscal Year basis. Fiscal Year 1991 estimated.
[2]Consumer Price Index — United States with Fiscal Year 1979 = 100. Consumer Price Index for Fiscal Year 1991 assumed to be 5.4 percent.

Source: Higher Education Coordinating Board

Table I.30
Tuition and Fees Compared to Minnesota Per Capita Income[1] in Current and Constant Dollars, Community Colleges Academic Years 1979 Through 1991

Academic Year	Tuition and Fees	Annual Percent Change T & F	Cumulative Percent Change	Per Capita Personal Income	Annual Percent Change Total	Cumulative Percent Change
1978-79	$ 540			$ 8,691		
1979-80	574	6.3	6.3	9,603	10.5	10.5
1980-81	637	11.0	18.0	10,603	10.4	22.0
1981-82	697	9.4	29.1	11,450	8.0	31.7
1982-83	833	19.5	54.3	12,042	5.2	38.6
1983-84	1,013	21.6	87.6	13,155	9.2	51.4
1984-85	1,103	8.9	104.3	14,200	7.9	63.4
1985-86	1,170	6.1	116.7	15,141	6.6	74.2
1986-87	1,193	2.0	120.9	15,620	3.2	79.7
1987-88	1,238	3.8	129.3	16,684	6.8	92.0
1988-89	1,305	5.4	141.7	17,998	7.9	107.1
1989-90	1,373	5.2	154.3	18,882	4.9	117.3
1990-91	1,474	7.4	173.0	19,865	5.2	128.6
			Constant Dollars[2]			
1978-79	540			8,691		
1979-80	507	—6.1	—6.1	8,476	—2.5	—2.5
1980-81	504	—0.6	—6.7	8,386	—1.1	—3.5
1981-82	507	0.6	—6.1	8,333	—0.6	—4.1
1982-83	581	14.6	7.6	8,397	0.8	—3.4
1983-84	681	17.2	26.1	8,847	5.4	1.8
1984-85	714	4.8	32.2	9,191	3.9	5.8
1985-86	735	2.9	36.1	9,529	3.7	9.6
1986-87	734	—0.1	35.9	9,618	0.9	10.7
1987-88	732	—0.3	35.6	9,866	2.6	13.5
1988-89	741	1.2	37.2	10,168	3.1	17.0
1989-90	742	0.2	37.4	10,146	—0.2	16.7
1990-91	763	2.7	41.2	10,130	—0.2	16.6

[1]Minnesota Personal Income per resident on a Fiscal Year basis. Fiscal Year 1991 estimated.
[2]Consumer Price Index — United States with Fiscal Year 1979 = 100. Consumer Price Index for Fiscal Year 1991 assumed to be 5.4 percent.

Source: Higher Education Coordinating Board

Table I.31
Tuition, Fees, Room and Board Compared to Minnesota Per Capita Income[1] in Current and Constant Dollars, State University System Academic Years 1979 Through 1991

Academic Year	Tuition and Fees[3]	Annual Percent Change T & F	Room and Board	Annual Percent Change Total	Total T & F + R & B	Annual Percent Change Total	Cumulative Percent Change	Per Capita Personal Income	Annual Percent Change Total	Cumulative Percent Change
					Current Dollars					
1978-79	$ 608		$1,555		$1,763			$ 8,691		
1979-80	675	11.0	1,160	0.4	1,835	4.1	4.1	9,603	10.5	10.5
1980-81	726	7.6	1,180	1.7	1,906	3.9	8.1	10,603	10.4	22.0
1981-82	802	10.5	1,265	7.2	2,067	8.4	17.2	11,450	8.0	31.7
1982-83	989	23.3	1,445	14.2	2,434	17.8	38.1	12,042	5.2	38.6
1983-84	1,246	26.0	1,430	—1.0	2,676	9.9	51.8	13,155	9.2	51.4
1984-85	1,433	15.0	1,560	9.1	2,993	11.8	69.8	14,200	7.9	63.4
1985-86	1,543	7.7	1,670	7.1	3,213	7.4	82.2	15,141	6.6	74.2
1986-87	1,623	5.2	1,722	3.1	3,345	4.1	89.7	15,620	3.2	79.7
1987-88	1,650	1.7	1,895	10.0	3,545	6.0	101.1	16,684	6.8	92.0
1988-89	1,695	2.7	2,030	7.1	3,725	5.1	111.3	17,998	7.9	107.1
1989-90	1,892	11.6	2,185	7.6	4,077	9.4	131.3	18,882	4.9	117.3
1990-91	1,997	5.5	2,295	5.0	4,292	5.3	143.4	19,865	5.2	128.6
					Constant Dollars[2]					
1978-79	608		1,155		1,763			8,691		
1979-80	596	—2.0	1,024	—11.3	1,620	—8.1	—8.1	8,476	—2.5	—2.5
1980-81	574	—3.7	933	—8.9	1,507	—7.0	—14.5	8,386	—1.1	—3.5
1981-82	584	1.7	920	—1.4	1,504	—0.2	—14.7	8,333	—0.6	—4.1
1982-83	690	18.2	1,008	9.6	1,698	12.9	—3.7	8,397	0.8	—3.4
1983-84	838	21.4	962	—4.6	1,800	6.0	2.1	8,847	5.4	1.8
1984-85	928	10.7	1,010	5.0	1,938	7.7	9.9	9,191	3.9	5.8
1985-86	971	4.6	1,051	4.1	2,022	4.3	14.7	9,529	3.7	9.6
1986-87	999	2.9	1,060	0.9	2,059	1.8	16.8	9,618	0.9	10.7
1987-88	976	—2.3	1,121	5.8	2,097	1.8	18.9	9,866	2.6	13.5
1988-89	963	—1.3	1,153	2.9	2,116	0.9	20.0	10,168	3.1	17.0
1989-90	1,017	5.6	1,174	1.8	2,191	3.5	24.3	10,146	—0.2	16.7
1990-91	1,018	0.2	1,170	—0.3	2,189	—0.1	24.1	10,130	—0.2	16.6

[1]Minnesota Personal Income per resident on a Fiscal Year basis. Fiscal Year 1991 estimated.
[2]Consumer Price Index — United States with Fiscal Year 1979 = 100. Consumer Price Index for Fiscal Year 1991 assumed to be 5.4 percent.
[3]Tuition and maximum required fees. Excludes Metropolitan State University.

Source: Higher Education Coordinating Board

Table I.32
Tuition, Fees, Room and Board Compared to Minnesota Per Capita Income[1] in Current and Constant Dollars, University of Minnesota, College of Liberal Arts Academic Years 1979 Through 1991

Academic Year	Tuition and Fees[3]	Annual Percent Change T & F	Room and Board	Annual Percent Change Total	Total T & F + R & B	Annual Percent Change Total	Cumulative Percent Change	Per Capita Personal Income	Annual Percent Change Total	Cumulative Percent Change
Current Dollars										
1978-79	$ 994		$1,680		$2,674			$ 8,691		
1979-80	1,060	6.6	1,796	6.9	2,856	6.8	6.8	9,603	10.5	10.5
1980-81	1,194	12.6	1,971	9.7	3,165	10.8	18.4	10,603	10.4	22.0
1981-82	1,264	5.9	2,245	13.9	3,509	10.9	31.2	11,450	8.0	31.7
1982-83	1,520	20.3	2,575	14.7	4,095	16.7	53.1	12,042	5.2	38.6
1983-84	1,673	10.1	2,446	—5.0	4,119	0.6	54.0	13,155	9.2	51.4
1984-85	1,834	9.6	2,623	7.2	4,457	8.2	66.7	14,200	7.9	63.4
1985-86	1,942	5.9	2,610	—0.5	4,552	2.1	70.2	15,141	6.6	74.2
1986-87	2,020	4.0	2,595	—0.6	4,615	1.4	72.6	15,620	3.2	79.7
1987-88	2,104	4.2	2,648	2.0	4,752	3.0	77.7	16,684	6.8	92.0
1988-89	2,208	4.9	2,826	6.7	5,034	5.9	88.3	17,998	7.9	107.1
1989-90	2,379	7.7	2,940	4.0	5,319	5.7	98.9	18,882	4.9	117.3
1990-91	2,630	10.6	3,150	7.1	5,780	8.7	116.2	19,865	5.2	128.6
Constant Dollars[2]										
1978-79	994		1,680		2,674			8,691		
1979-80	936	—5.8	1,585	—5.7	2,521	—5.7	—5.7	8,476	—2.5	—2.5
1980-81	944	0.9	1,559	——						
				1.6	2,503	—0.7	—6.4	8,386	—1.1	—3.5
1981-82	920	—2.5	1,633	4.7	2,553	2.0	—4.5	8,333	—0.6	—4.1
1982-83	1,060	15.2	1,796	10.0	2,856	11.9	6.8	8,397	0.8	—3.4
1983-84	1,125	6.1	1,645	—8.4	2,770	—3.0	3.6	8,847	5.4	1.8
1984-85	1,187	5.5	1,698	3.2	2,885	4.2	7.9	9,191	3.9	5.8
1985-86	1,222	2.9	1,642	—3.3	2,864	—0.7	7.1	9,529	3.7	9.6
1986-87	1,244	1.8	1,598	—2.7	2,842	—0.8	6.3	9,618	0.9	10.7
1987-88	1,244	0.0	1,566	—2.0	2,810	—1.1	5.1	9,866	2.6	13.5
1988-89	1,254	0.8	1,605	2.5	2,859	1.7	6.9	10,168	3.1	17.0
1989-90	1,286	2.5	1,589	—1.0	2,875	0.6	7.5	10,146	—0.2	16.7
1990-91	1,361	5.8	1,632	2.7	2,993	4.1	11.9	10,130	—0.2	16.6

[1]Minnesota Personal Income per resident on a Fiscal Year basis. Fiscal Year 1991 estimated.
[2]Consumer Price Index — United States with Fiscal Year 1979 = 100. Consumer Price Index for Fiscal Year 1991 assumed to be 5.4 percent.
[3]Average of lower division and upper division tuition.

Source: Higher Education Coordinating Board

Table I.33
Tuition, Fees, Room and Board Compared to Minnesota Per Capita Income[1] in Current and Constant Dollars, University of Minnesota, Institute of Technology Academic Years 1979 Through 1991

Academic Year	Tuition and Fees[3]	Annual Percent Change T & F	Room and Board	Annual Percent Change Total	Total T & F + R & B	Annual Percent Change Total	Cumulative Percent Change	Per Capita Personal Income	Annual Percent Change Total	Cumulative Percent Change
Current Dollars										
1978-79	$1,135		$1,680		$2,815			$ 8,691		
1979-80	1,219	7.4	1,796	6.9	3,015	7.1	7.1	9,603	10.5	10.5
1980-81	1,374	12.7	1,971	9.7	3,345	10.9	18.8	10,603	10.4	22.0
1981-82	1,465	6.6	2,245	13.9	3,710	10.9	31.8	11,450	8.0	31.7
1982-83	1,620	10.6	2,575	14.7	4,195	13.1	49.0	12,042	5.2	38.6
1983-84	1,806	11.5	2,446	—5.0	4,252	1.4	51.0	13,155	9.2	51.4
1984-85	2,002	10.9	2,623	7.2	4,625	8.8	64.3	14,200	7.9	63.4
1985-86	2,119	5.8	2,610	—0.5	4,729	2.2	68.0	15,141	6.6	74.2
1986-87	2,210	4.3	2,595	—0.6	4,805	1.6	70.7	15,620	3.2	79.7
1987-88	2,303	4.2	2,648	2.0	4,951	3.0	75.9	16,684	6.8	92.0
1988-89	2,429	5.5	2,826	6.7	5,255	6.1	86.7	17,998	7.9	107.1
1989-90	2,636	8.5	2,940	4.0	5,576	6.1	98.1	18,882	4.9	117.3
1990-91	2,861	8.5	3,150	7.1	6,011	7.8	113.5	19,865	5.2	128.6
Constant Dollars[2]										
1978-79	1,135		1,680		2,815			8,691		
1979-80	1,076	—5.2	1,585	—5.7	2,661	—5.5	—5.5	8,476	—2.5	—2.5
1980-81	1,087	1.0	1,559	—1.6	2,646	—0.6	—6.0	8,386	—1.1	—3.5
1981-82	1,066	—1.9	1,633	4.7	2,699	2.0	—4.1	8,333	—0.6	—4.1
1982-83	1,130	6.0	1,796	10.0	2,926	8.4	3.9	8,397	0.8	—3.4
1983-84	1,215	7.5	1,645	—8.4	2,860	—2.3	1.6	8,847	5.4	1.8
1984-85	1,296	6.7	1,698	3.2	2,994	4.7	6.4	9,191	3.9	5.8
1985-86	1,333	2.9	1,642	—3.3	2,975	—0.6	5.7	9,529	3.7	9.6
1986-87	1,361	2.1	1,598	—2.7	2,959	—0.5	5.1	9,618	0.9	10.7
1987-88	1,362	0.1	1,566	—2.0	2,928	—1.0	4.0	9,866	2.6	13.5
1988-89	1,380	1.3	1,605	2.5	2,985	1.9	6.0	10,168	3.1	17.0
1989-90	1,425	3.3	1,589	—1.0	3,014	1.0	7.1	10,146	—2.0	16.7
1990-91	1,480	3.9	1,632	2.7	3,112	3.3	10.6	10,130	—0.2	16.6

[1]Minnesota Personal Income per resident on a Fiscal Year basis. Fiscal Year 1991 estimated.
[2]Consumer Price Index — United States with Fiscal Year 1979 = 100. Consumer Price Index for Fiscal Year 1991 assumed to be 5.4 percent.
[3]Average of lower division and upper division tuition.

Source: Higher Education Coordinating Board

Table I.34
Tuition, Fees, Room and Board Compared to Minnesota Per Capita Income[1] in Current and Constant Dollars, University of Minnesota, Natural Resources Academic Years 1979 Through 1991

Academic Year	Tuition and Fees[3]	Annual Percent Change T & F	Room and Board	Annual Percent Change Total	Total T & F + R & B	Annual Percent Change Total	Cumulative Percent Change	Per Capita Personal Income	Annual Percent Change Total	Cumulative Percent Change
Current Dollars										
1978-79	$1,072		$1,680		$2,752			$ 8,691		
1979-80	1,150	7.3	1,796	6.9	2,946	7.0	7.0	9,603	10.5	10.5
1980-81	1,313	14.2	1,971	9.7	3,284	11.5	19.3	10,603	10.4	22.0
1981-82	1,402	6.8	2,245	13.9	3,647	11.1	32.5	11,450	8.0	31.7
1982-83	1,631	16.3	2,575	14.7	4,206	15.3	52.8	12,042	5.2	38.6
1983-84	1,889	15.8	2,446	—5.0	4.335	3.1	57.5	13,155	9.2	51.4
1984-85	2,112	11.8	2,623	7.2	4,735	9.2	72.1	14,200	7.9	63.4
1985-86	2,235	5.8	2,610	—0.5	4,845	2.3	76.1	15,141	6.6	74.2
1986-87	2,376	6.3	2,595	—0.6	4,971	2.6	80.6	15,620	3.2	79.7
1987-88	2,523	6.2	2,648	2.0	5,171	4.0	87.9	16,684	6.8	92.0
1988-89	2,693	6.7	2,826	6.7	5,519	6.7	100.5	17,998	7.9	107.1
1989-90	2,772	2.9	2,940	4.0	5,712	3.5	107.6	18,882	4.9	117.3
1990-91	2,918	5.3	3,150	7.1	6,068	6.2	120.5	19,865	5.2	128.6
Constant Dollars[2]										
1978-79	1,072		1,680		2,752			8,691		
1979-80	1,015	—5.3	1,585	—5.7	2,600	—5.5	—5.5	8,476	—2.5	—2.5
1980-81	1,038	2.3	1,559	—1.6	2,597	—0.1	—5.6	8,386	—1.1	—3.5
1981-82	1,020	—1.7	1,633	4.7	2,653	2.2	—3.6	8,333	—0.6	—4.1
1982-83	1,138	11.6	1,796	10.0	2,934	10.6	6.6	8,397	0.8	—3.4
1983-84	1,271	11.7	1,645	—8.4	2,916	—0.6	6.0	8,847	5.4	1.8
1984-85	1,367	7.6	1,698	3.2	3,065	5.1	11.4	9,191	3.9	5.8
1985-86	1,406	2.9	1,642	—3.3	3,048	—0.6	10.8	9,529	3.7	9.6
1986-87	1,463	4.1	1,598	—2.7	3,061	0.4	11.2	9,618	0.9	10.7
1987-88	1,492	2.0	1,566	—2.0	3,058	—0.1	11.1	9,866	2.6	13.5
1988-89	1,530	2.5	1,605	2.5	3,135	2.5	13.9	10,168	3.1	17.0
1989-90	1,498	—2.1	1,589	—1.0	3,088	—1.5	12.2	10,146	—0.2	16.7
1990-91	1,510	0.7	1,632	2.7	3,142	1.8	14.2	10,130	—0.2	16.6

[1]Minnesota Personal Income per resident on a Fiscal Year basis. Fiscal Year 1991 estimated.
[2]Consumer Price Index — United States with Fiscal Year 1979 = 100. Consumer Price Index for Fiscal Year 1991 assumed to be 5.4 percent.
[3]Average of lower division and upper division tuition.

Source: Higher Education Coordinating Board

Table I.35
Tuition, Fees, Room and Board Compared to Minnesota Per Capita Income[1] in Current and Constant Dollars, Minnesota Private Colleges[2] Academic Years 1979 Through 1991

Academic Year	Tuition and Fees[3]	Annual Percent Change T & F	Room and Board	Annual Percent Change Total	Total T & F + R & B	Annual Percent Change Total	Cumulative Percent Change	Per Capita Personal Income	Annual Percent Change Total	Cumulative Percent Change
					Current Dollars					
1978-79	$2,999		$1,410		$4,409			$ 8,691		
1979-80	3,284	9.5	1,484	5.2	4,768	8.1	8.1	9,603	10.5	10.5
1980-81	3,674	11.9	1,660	11.9	5,334	11.9	21.0	10,603	10.4	22.0
1981-82	4,193	14.1	1,779	7.2	5,972	12.0	35.5	11,450	8.0	31.7
1982-83	4,799	14.5	1,972	10.8	6,771	13.4	53.6	12,042	5.2	38.6
1983-84[3]	5,295	10.3	2,188	11.0	7,483	10.5	69.7	13,155	9.2	51.4
1984-85	5,841	10.3	2,300	5.1	8,141	8.8	84.6	14,200	7.9	63.4
1985-86	6,385	9.3	2,410	4.8	8,795	8.0	99.5	15,141	6.6	74.2
1986-87	6,922	8.4	2,520	4.6	9,442	7.4	114.2	15,620	3.2	79.7
1987-88	7,453	7.7	2,637	4.6	10,090	6.9	128.9	16,684	6.8	92.0
1988-89	8,189	9.9	2,803	6.3	10,992	8.9	149.3	17,998	7.9	107.1
1989-90	9,230	12.7	2,996	6.9	12,226	11.2	177.3	18,882	4.9	117.3
1990-91	10,044	8.8	3,214	7.3	13,258	8.4	200.7	19,865	5.2	128.6
					Constant Dollars[4]					
1978-79	2,999		1,410		4,409			8,691		
1979-80	2,898	—3.4	1,310	—7.1	4,208	—4.6	—4.6	8,476	—2.5	—2.5
1980-81	2,906	0.3	1,313	0.2	4,219	0.3	—4.3	8,386	—1.1	—3.5
1981-82	3,051	5.0	1,294	—1.4	4,345	3.0	—1.5	8,333	—0.6	—4.1
1982-83	3,348	9.7	1,376	6.3	4,724	8.7	7.1	8,397	0.8	—3.4
1983-84	3,562	6.4	1,472	7.0	5,034	6.6	14.2	8,847	5.4	1.8
1984-85	3,782	6.2	1,489	1.2	5,271	4.7	19.6	9,191	3.9	5.8
1985-86	4,017	6.2	1,516	1.8	5,533	5.0	25.5	9,529	3.7	9.6
1986-87	4,262	6.1	1,551	2.3	5,813	5.1	31.8	9,618	0.9	10.7
1987-88	4,408	3.4	1,560	0.6	5,968	2.7	35.4	9,866	2.6	13.5
1988-89	4,652	5.5	1,592	2.1	6,244	4.6	41.6	10,168	3.1	17.0
1989-90	4,989	7.2	1,619	1.7	6,609	5.8	49.9	10,146	—0.2	16.7
1990-91	5,196	4.1	1,665	2.8	6,861	3.8	55.6	10,130	—0.2	16.6

[1]Minnesota Personal Income per resident on a Fiscal Year basis. Fiscal Year 1991 estimated.
[2]Includes the 16 institutions that are members of the Minnesota Private College Council.
[3]Room and Board total excludes data for the Minneapolis College of Art and Design.
[4]Consumer Price Index — United States with Fiscal Year 1979 = 100. Consumer Price Index for Fiscal Year 1991 assumed to be 5.4 percent.

Source: Higher Education Coordinating Board

Table I.36
State Appropriations for Student Assistance
Fiscal Years 1984-1991

Fiscal Year	1984	1985	1986	1987	1988	1989	1990	1991
Grants	$11,575,000	$11,900,000	$12,655,400	$14,018,700	$16,050,000	$15,312,500	$55,260,600	$73,610,000[1]
Scholarships	34,724,000	35,666,000	38,300,000	42,281,300	48,150,000	45,937,500		
Nursing Grants	700,000	0	0	0	0	0	0	0
Subtotal	46,999,000	47,566,000	51,300,000[2]	57,800,000[3]	64,200,000	61,250,000		
Part-Time Grant	300,000	300,000	1,000,000	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000
Non-AFDC Child Care	—	—	—	—	—	—	2,000,000	2,000,000
Vets								
Dependents	0	0	0	0	0	0	0	0
Work-Study	4,209,000	4,428,600	4,428,600	4,428,600	4,503,600	4,678,600	5,304,000	5,454,000
Total	51,508,000	52,294,600	56,384,000	62,728,600	70,703,600	67,928,600	64,564,600	83,184,000
Total in Constant Dollars[4]	39,259,146	38,367,278	40,166,168	43,743,794	47,356,731	43,460,396	39,320,706	48,055,459

[1]The Fiscal Year 1990 appropriation was reduced by $9,783,400 and the Fiscal Year 1991 appropriation subsequently was reduced by $5,033,400 under *Minn. Laws* 1990, Chapter 591, Article 1, Section 2.
[2]The Fiscal Year 1986 appropriation subsequently was reduced by $344,600 under the governor's unallotment process.
[3]The Fiscal Year 1987 appropriation subsequently ws reduced by $1.5 million under *Minn. Laws* 1986, First Special Session, Chapter 1, Article 10, Section 1, Subd. 3.
[4]United States Consumer Price Index used as a deflator, Fiscal Year 1980 = 100. Fiscal Year 1991 inflation rate was estimated to be 5.4 percent.

*Grant appropriation for 1988-1991 includes $250,000 per year for Dislocated Rural Worker Program.

Source: Minnesota Higher Education Coordinating Board

Table I.37
Recipients Under State-Funded Student Financial Aid Programs
Fiscal Years 1982-1991

Academic Year Program	1981-82 FY 82	1982-83 FY 83	1983-84 FY 84	1984-85 FY 85	1985-86 FY 86	1986-87 FY 87	1987-88 FY 88	1988-89 FY 89	1989-90 FY 90
Scholarship and Grant	42,822	41,053	52,130	53,036	55,858	62,987	62,237	51,547	46,523
Part-Time Grant	1,358	1,245	1,011	1,143	2,274	4,579	5,627	6,965	5,901
AVTI Subsidy	4,595	4,278	0	0	0	0	0	0	0
Work-Study	6,675	7,228	7,363	7,372	7,225	7,350	6,970	6,454	6,750
Non-AFDC Child Care	0	0	0	0	0	0	0	0	1,126
Dislocated Rural Worker	0	0	0	0	0	0	446	436	621
Total	55,450	53,804	60,504	61,551	65,357	74,916	75,280	65,402	60,921

Source: Minnesota Higher Education Coordinating Board

Table I.38
Financial Aid Awarded to Undergraduates for All Minnesota Institutions Fiscal Years 1987 and 1989[1]

Grants and Scholarship Programs	Fiscal Year 1987 Amount	Number of Students	Fiscal Year 1989 Amount	Number of Students
State Scholarships and Grants	$ 63,327,940	62,981	$ 54,946,760	51,127
State Part-Time Grants	1,275,704	4,575	2,192,729	6,965
Pell Grants	78,315,191	59,816	103,977,393	79,884
SEOG Awards	10,552,232	15,157	10,977,587	16,134
Federal Agency Grants	2,825,121		3,865,017	
State and Local Agency Grants	9,428,835		9,243,941	
Institution Awarded Scholarships	42,018,953		50,966,847	
Private Grants	12,484,274		13,082,640	
Tuition Discounts or Remissions Provided by the Institution	5,651,658	10,256	8,161,191	12,484
Tuition Waivers Required by Law	598,199		363,664	507
Other Grants	380,295		359,622	321
Total Grants	$226,859,402		$258,137,391	
Student Earnings from Work-Study and Institution Jobs				
State Work-Study Program	$ 6,032,998	7,339	$ 5,499,379	6,319
College Work-Study Program	15,349,283	19,124	14,667,391	17,949
Jobs at the Institution	25,302,118		47,567,386	
Total Earnings	$ 46,684,399		$ 67,734,156	
Loan Programs				
SELF Loans	$ 10,552,728	4,165	$ 24,167,590	9,628
Stafford Loans (GSL)	151,209,743	74,463	143,781,719	74,618
Perkins Loans	18,638,801	17,708	19,254,843	14,806
Supplemental Loans to Students	3,597,133	1,485	17,439,755	6,937
PLUS Loans	3,546,252	1,463	6,914,423	2,417
Federal Agency Loans	358,817		750,344	
Institution Awarded Loans	1,204,300		811,972	
Loans Made by Private Lenders to Students and Their Parents	335,122		545,206	
Other Loans[2]	1,913,793		132,247[3]	
Total Loans	$191,356,689		$213,798,099	

[1]Total aid is based on amounts received by undergraduate students at 150 institutions included in the Coordinating Board's data base for Fiscal Year 1987 and 153 institutions for Fiscal Year 1989.

[2]Three institutions reported SLS and PLUS loans added together. Another institution reported Stafford (GSL), SLS, and PLUS loans added together. These amounts are included in "Other Loans."

[3]One institution reported SLS and PLUS loans added together. This amount is included in "Other Loans."

Sources: Coordinating Board records were used for the State Scholarship and Grant Program, State Part-Time Grant Program, Student Education Loan Fund (SELF), and State Work-Study Program. Institution financial aid directors were asked to provide data on the amount of grants, loans, and compensation for work received by all undergraduates when attended in Fiscal Years 1987 and 1989. For three of 150 institutions that did not report for Fiscal Year 1987 and three that did not report for Fiscal Year 1989, data from the U.S. Department of Education were used for the Pell Grant Program, SEOG Program, and College Work-Study Program.

Table I.39
Financial Aid Awarded to Undergraduates for All Minnesota Institutions by Aid Type, Fiscal Years 1987 and 1989

Type of Aid	Fiscal Year 1987	Fiscal Year 1989
Grants	$226,859,402	$258,137,391
Loans	191,356,689	213,798,099
Student Earnings From Work-Study and Institution Jobs	46,684,399	67,734,156
Total	$464,900,490	$539,699,646

Source: Minnesota Higher Education Coordinating Board

Table I.40
Financial Aid by Source of Aid to Undergraduates, All Minnesota Institutions Fiscal Years 1987 and 1989

Source of Aid	Fiscal Year 1987	Fiscal Year 1989
Federal	$286,238,583	$321,655,119
State	90,618,205	96,050,399
Institutional	74,776,228	107,871,060
Private and Other Sources	13,267,474	14,093,068
Total	$464,900,490	$539,669,646

Source: Minnesota Higher Education Coordinating Board

Table I.41
Relative State Investment in Post-Secondary Education by Function
Fiscal Year 1990

System	Appropriations	Percent of Total
Funds for institutional operation	$916,021,000	92.8
Student financial aid	59,546,983	6.0
Statewide programs	6,473,101	0.7
Interstate tuition reciprocity	4,605,504	0.5
Total	$986,646,588	100.0

Source: Minnesota Higher Education Coordinating Board

Table I.42
Distribution of State Appropriations for Institutional Operation
Fiscal Year 1990

System	Appropriations	Percent of Total
University of Minnesota	$441,395,000	51.0
State University System	167,934,000	19.4
Community College System	88,295,000	10.2
Technical College System	166,264,000	19.2
Mayo	1,024,000	0.1
Total	$864,912,000	100.0

Source: Minnesota Higher Education Coordinating Boerd

Table I.43
Distribution of State Appropriations for Financial Aid Awarded by System Fiscal Year 1990

System	Total	Percent of Total
University of Minnesota	$ 9,240,626	14.4
State University System	8,599,441	13.4
Community College System	4,713,824	7.3
Technical College System	5,857,421	9.1
Private Four-Year Institutions	30,729,884	47.9
Private Two-Year Institutions	5,032,341	7.8
Total	$64,173,538	100.0

Source: Minnesota Higher Education Coordinating Board

Table I.44
Distribution of State Appropriations for Institutional Operation and Financial Aid by System Fiscal Year 1990

System	Appropriations	Percent of Total
University of Minnesota	$450,635,626	47.93
State University System	176,533,441	18.78
Community College System	93,008,824	9.89
Technical College System	172,121,421	18.31
Private Four-Year	30,729,884	3.27
Private Two-Year	5,032,341	0.54
Mayo	1,024,000	0.11
Statewide Programs and Coordination	6,473,000	0.69
Interstate Reciprocity	4,606,000	0.49
Total	$940,164,537	100.00

Source: Minnesota Higher Education Coordinating Board

Comparisons

Additional perspective on the status of Minnesota post-secondary education is provided in this chapter by comparisons between Minnesota and other states. In addition, expenditures for Minnesota post-secondary education are compared with expenditures for other state services.

Tables I.45 through I.49 show the ranking of Minnesota public tuition and fee rates compared to rates at similar institutions in other states for 1988-89 and 1989-90.

Tables I.45 and I.46 present tuition and required fees at public universities for resident undergraduates and graduates. This group consists of the major public doctoral level institutions in each state. The rates displayed for Minnesota are the University of Minnesota.

Tables I.47 and I.48 present average tuition and required fees for resident undergraduate and graduate students at public colleges and universities. This group consists of about 200 public comprehensive and general baccalaureate institutions in 46 states. The rates displayed for Minnesota are the average of the Minnesota State University System, excluding Metropolitan State University. Table I.49 shows average tuition and required fees at public community colleges. The rates are an average for those in the Minnesota Community College System.

Table I.50 displays Minnesota and national trends in nonresident tuition and fees by type of institution from 1984-85 to 1988-89.

Tables I.51 to I.54 present rankings in four categories of undergraduate need-based financial aid for Fiscal Years 1989 and 1990. The data for Fiscal Year 1990 are based on estimated data reported to the National Association of State Scholarship and Grant Programs and thus may differ from other program data for Minnesota in this report.

Table I.51 presents total payments for need-based financial aid for undergraduates. The aggregate level of payments is influenced by many variables, such as the size of the student population in the state and state policies regarding private post-secondary education. Table I.52 shows the number of awards for need-based undergraduate financial aid. Table I.53 shows the average awards for need-based undergraduate financial aid. One reason for Minnesota's lower rank in this category than in other comparisons is because the maximum grant aid a student can receive is based on the combination of the state grant and federal Pell grant.

Table I.54 presents estimated grant dollars per undergraduate student by state for 1989-90. The objective is to relate each state's payment to its pool of undergraduate students. Total undergraduate students is the best available measure of the pool of eligible students. This measure probably overestimates the number of eligible students for the states. Undergraduate headcount includes nonresidents who are not eligible in most states and part-time students who are not eligible in some states.

Tables I.55 to I.61 present comparative state-level fiscal data based on *State Profiles: Financing Higher Education* by Research Associates of Washington. In 1987, a group of representatives from the Coordinating Board and post-secondary systems and the Department of Finance reviewed five publications that use state-level data and concluded that this material is the most appropriate for examining state efforts in financing post-secondary education.

Although the publication is technically superior to other sources, it also has some limitations. Compliance with its data definitions, particularly with respect to state expenditures that do not flow through institutions was a concern as was the lack of data on state support to private institutions. A final concern regarding the use of the data is its applicability. It compares state financial support for public post-secondary education in total. It does not address support for specific institutions, categories of institutions, or systems.

Table I.55 shows student enrollment per 1,000 residents for 1988-89 in Minnesota public institutions. It shows the enrollment in Minnesota's public institutions relative to its population is high and has grown since the late 1970s in both absolute terms and relative to the national average. This growth was added to a level of enrollment that already was well above the national average. The growth appears to be due in part to increased participation by individuals other than recent high school graduates.

Table I.56 shows tax revenue per capita and allocation to public higher education. Minnesota's

Table I.45
Tuition and Required Fees for Resident Undergraduates at Public Universities in Selected States by Rank 1988-89 and 1989-90

1988-89 Rank	State	Rate	1989-90 Rank	State	Rate
1	Vermont	$3,726	1	Vermont	$3,986
2	Pennsylvania	3,610	2	Pennsylvania	3,754
3	Michigan	3,170	3	Michigan	3,395
4	Illinois	2,839	4	New Jersey	3,170
5	New Hampshire	2,767	5	Delaware	2,960
6	New Jersey	2,752	6	Illinois	2,919
7	Delaware	2,738	7	New Hampshire	2,794
8	Virginia	2,526	8	Virginia	2,708
9	Massachusetts	2,467	9	Connecticut	2,631
10	**Minnesota**	2,459	10	Massachusetts	2,629
19	Wisconsin	1,856	11	**Minnesota**	2,527
	National Average	1,830	20	Wisconsin	2,003
25	South Dakota	1,709	21	Iowa	2,000
26	Iowa	1,706		National Average	1,972
35	North Dakota	1,472	27	South Dakota	1,809
40	Arizona	1,278	30	North Dakota	1,724
50	Wyoming	833	40	Montana	1,448
			50	Texas	969

Source: *1989-90 Tuition and Fee Rates — A National Comparison*, Higher Education Coordinating Board, State of Washington (February 1990)

average tax capacity and its high tax effort combine to yield tax revenue per capita that is well above the national average. Minnesota's average tax revenue per capita combined with its average allocation to public post-secondary education suggests that it provides a level of appropriations for public post-secondary education on a per capita basis that is above the national average.

Table I.57 shows appropriations per student. Minnesota's average level of appropriations per student combined with its average net tuition revenue per student results in levels of appropriations and tuition revenue per student that are equal to the national average. Recent declines in appropriations per student have been balanced by increases in net tuition revenue per student to achieve more stable levels of appropriations and tuition per student.

Table I.58 shows estimated net tuition revenue per student. Minnesota's tuition revenue per student net of state financial aid rose from well below the national average in 1977-78 to 10 percent above the national average in 1984-85 and since has declined below the national average. Table I.59 shows appropriations per student and estimated tuition per student. Minnesota's above average per capita appropriations for public post-secondary education and its very high level of enrollment relative to population combine to yield a level of appropriations per student that is equal to the national average. The state's level of appropriations per student has declined relative to the national average, apparently as a result of enrollment increases and the decline in the percentage of state and local tax revenues allocated to public post-secondary education.

Table I.60 shows potential tax revenues per student. Minnesota's potential to support public post-secondary education on a per student basis is low relative to the national average

Table I.46
Average Tuition and Required Fees for Resident Graduates at Public Universities in Selected States by Rank 1988-89 and 1989-90

1988-89 Rank	State	Rate	1989-90 Rank	*State*	*Rate*
1	Michigan	$5,191	1	Michigan	$5,630
2	Pennsylvania	3,850	2	New Jersey	4,219
3	New Jersey	3,701	3	Pennsylvania	4,198
4	Vermont	3,656	4	Vermont	3,916
5	Illinois	3,286	5	Illinois	3,366
6	**Minnesota**	2,985	6	**Minnesota**	3,275
7	New Hampshire	2,709	7	Ohio	3,075
8	Ohio	2,679	8	Connecticut	3,060
9	Connecticut	2,670	9	Massachusetts	3,007
10	Wisconsin	2,616	10	Delaware	2,910
	National Average	2,045	13	Wisconsin	2,774
23	Iowa	2,020	22	Iowa	2,246
30	North Dakota	1,682		National Average	2,232
37	South Dakota	1,547	28	North Dakota	1,934
40	Idaho	1,382	30	California	1,853
50	Texas	584	36	South Dakota	1,637
			40	New Mexico	1,512
			50	Texas	646

Source: *1989-90 Tuition and Fee Rates — A National Comparison*, Higher Education Coordinating Board, State of Washington (February 1990)

because of its high enrollment levels. Table I.61 presents rankings for collective financial actions. That is, a comparison of Minnesota's appropriations and net tuition revenue per student to its available tax dollars per student suggests that Minnesota's effort in support of public post-secondary education ranks well above the national average. This high ranking must be balanced with a recognition that as a result of high enrollments, the state's above average effort yields only average levels of support per student.

Tables I.62 through I.65 show the scores of Minnesota students on college aptitude tests (the Preliminary Scholastic Aptitude Test, American College Testing Program, and Scholastic Aptitude Test).

Table I.66 shows total state general fund expenditures in the 1990-91 biennium by major categories.

Table I.47
Average Tuition and Required Fees for Resident Undergraduates at Public Colleges and State Universities in Selected States by Rank 1988-89 and 1989-90

1988-89 Rank	State	Rate	1989-90 Rank	State	Rate
1	Vermont	$2,711	1	Vermont	$2,843
2	Virginia	2,366	2	Virginia	2,483
3	Pennsylvania	2,333	3	New Jersey	2,448
4	Ohio	2,194	4	Pennsylvania	2,437
5	New Jersey	2,069	5	Ohio	2,350
6	New Hampshire	2,026	6	Illinois	2,141
7	Illinois	1,959	7	Maryland	2,052
8	Maryland	1,942	8	New Hampshire	2,028
9	Indiana	1,875	9	Michigan	2,019
10	Michigan	1,848	10	Iowa	2,000
11	Iowa	1,690	13	**Minnesota**	1,770
12	**Minnesota**	1,669	14	Wisconsin	1,739
14	Wisconsin	1,631	20	South Dakota	1,617
18	South Dakota	1,558		National Average	1,603
	National Average	1,485	30	Arizona	1,362
30	North Dakota	1,281	33	North Dakota	1,359
40	West Virginia	1,107	40	Oklahoma	1,198
46	California	829	46	California	857

Source: *1989-90 Tuition and Fee Rates — A National Comparison*, Higher Education Coordinating Board, State of Washington (February 1990)

Table I.48
Average Tuition and Required Fees for Resident Graduates at Public Colleges and State Universities in Selected States by Rank 1988-89 and 1989-90

1988-89 Rank	State	Rate	1989-90 Rank	State	Rate
1	Ohio	$2,787	1	New Jersey	$3,198
2	New Jersey	2,650	2	Ohio	3,027
3	Oregon	2,307	3	Oregon	2,498
4	Pennsylvania	2,279	4	Washington	2,457
5	New York	2,227	5	Pennsylvania	2,401
6	Virginia	2,194	6	Maine	2,328
7	Vermont	2,093	7	Virginia	2,300
8	New Hampshire	2,036	8	New York	2,233
9	Illinois	2,030	9	Illinois	2,214
10	Wisconsin	2,009	10	Vermont	2,212
13	Iowa	1,876	11	Wisconsin	2,105
21	North Dakota	1,596	12	Iowa	2,090
	National Average	1,580	17	North Dakota	1,887
27	**Minnesota**	1,466		National Average	1,737
28	South Dakota	1,437	26	**Minnesota**	1,653
40	Nevada	1,000	30	West Virginia	1,510
46	Texas	591	32	South Dakota	1,493
			40	New Mexico	1,082
			46	Texas	680

Source: *1989-90 Tuition and Fee Rates — A National Comparison*, Higher Education Coordinating Board, State of Washington (February 1990)

Table I.49
Average Tuition and Required Fees for Residents at Public Community Colleges in Selected States by Rank 1988-89 and 1989-90

1988-89 Rank	State	Rate	1989-90 Rank	State	Rate
1	Vermont	$1,424	1	Vermont	$1,530
2	Indiana	1,418	2	Indiana	1,500
3	New York	1,408	3	New York	1,433
4	Wisconsin	1,402	4	Ohio	1,411
5	Ohio	1,321	5	Wisconsin	1,402
6	**Minnesota**	1,305	6	**Minnesota**	1,373
7	Pennsylvania	1,278	7	North Dakota	1,309
8	North Dakota	1,266	8	Pennsylvania	1,301
9	Maryland	1,062	9	Massachusetts	1,151
10	New Jersey	1,047	10	New Jersey	1,150
11	Iowa	1,034	12	Iowa	1,113
	National Average	826		National Average	879
30	Alaska	720	30	Idaho	780
40	Wyoming	583	40	Wyoming	602
48	California	100	48	California	100
	South Dakota N/A			South Dakota N/A	

Source *1989-90 Tuition and Fee Rates — A National Comparison*, Higher Education Coordinating Board, State of Washington (February 1990)

Table I.50
Minnesota and National Trends in Nonresident Tuition and Fees by Type of Institution 1984-85 to 1988-89

	Minnesota	National Average	Minnesota Rank
Universities			
Undergraduate[1]			
Nonresident tuition and fees 1988-89	$5,680	$5,008	13
Resident tuition and fees 1988-89	$2,459	$1,828	10
Nonresident tuition and fees 1984-85	$4,959	$3,675	7
Resident tuition and fees 1984-85	$1,992	$1,369	5
% change in nonresident tuition 1985-89	14.5%	36.3%	46
Nonresident tuition as % of resident 1985-89	231.0%	274.0%	44
Nonresident tuition as % of resident 1984-85	248.9%	268.5%	35
Graduate			
Nonresident tuition and fees 1988-89	$5,659	$4,998	18
Resident tuition and fees 1988-89	$2,985	$2,083	7
Nonresident tuition and fees 1984-85	$4,572	$3,678	13
Resident tuition and fees 1984-85	$2,412	$1,529	5
% change in nonresident tuition 1985-89	23.8%	35.9%	36
Nonresident tuition as % of resident 1988-89	189.6%	240.0%	43
Nonresident tuition as % of resident 1984-85	189.6%	240.5%	41
State Universities			
Undergraduate			
Nonresident tuition and fees 1988-89	$2,546	$3,656	42
Resident tuition and fees 1988-89	$1,669	$1,491	12
Nonresident tuition and fees 1984-85	$2,610	$2,748	27
Resident tuition and fees 1984-85	$1,402	$1,120	13
% change in nonresident tuition 1985-89	—2.5%	33.0%	46
Nonresident tuition as % of resident 1988-89	152.5%	245.2%	44
Nonresident tuition as % of resident 1984-85	186.2%	245.5%	36
Graduate			
Nonresident tuition and fees 1988-89	$2,038	$3,575	42
Resident tuition and fees 1988-89	$1,466	$1,592	27
Nonresident tuition and fees 1984-85	$2,210	$2,749	31
Resident tuition and fees 1984-85	$1,178	$1,211	21
% change in nonresident tuition 1985-89	—7.8%	30.0%	45
Nonresident tuition as % of resident 1988-89	139.0%	224.6%	42
Nonresident tuition as % of resident 1984-85	187.6%	226.9%	33
Community Colleges			
Nonresident tuition and fees 1988-89	$1,958	$2,388	31
Resident tuition and fees 1988-89	$1,305	$840	6
Nonresident tuition and fees 1984-85	$2,205	$1,841	18
Resident tuition and fees 1984-85	$1,103	$639	3
% change in nonresident tuition 1985-89	—11.2%	29.7%	47
Nonresident tuition as % of resident 1988-89	150.0%	284.1%	45
Nonresident tuition as % of resident 1984-85	199.9%	287.9%	38

[1]Average of lower and upper division charges.

Source: Washington Higher Education Coordinating Board, *1988-89 Tuition and Fee Rates — A National Comparison* (January 1989); and Minnesota Higher Education Coordinating Board

Table I.51
Total Payments, Need Based Scholarships and Grants for Undergraduates, Selected States Fiscal Years 1989 and 1990

Fiscal Year 1989			Fiscal Year 1990[1]		
Rank	State	Payments in Thousands	Rank	State	Payments in Thousands
1	New York	$355,192	1	New York	$380,570
2	Illinois	143,373	2	Illinois	189,800
3	California	129,264	3	California	158,985
4	Pennsylvania	118,986	4	Pennsylvania	133,492
5	New Jersey	76,204	5	New Jersey	84,804
6	Michigan	75,467	6	Michigan	72,821
7	**Minnesota**	68,293	7	**Minnesota**	68,000
8	Massachusetts	62,443	8	Massachusetts	59,494
9	Ohio	50,865	9	Indiana	58,395
10	Wisconsin	35,842	10	Ohio	50,700
12	Iowa	30,050	11	Wisconsin	39,181
43	North Dakota	976	12	Iowa	32,101
47	South Dakota	506	40	North Dakota	1,540
52	Wyoming	212	47	South Dakota	504
			52	Alaska	228

[1]Estimated.

Source: National Association of State Scholarship and Grant Programs, *21st Annual Survey Report, 1989-90 Academic Year* (January 1990).

Table I.52
Number of Awards, Need-Based Scholarships and Grants for Undergraduates, Selected States Fiscal Years 1989 and 1990

Fiscal Year 1989			Fiscal Year 1990[1]		
Rank	State	Number of Awards	Rank	State	Number of Awards
1	New York	298,707	1	New York	302,966
2	Pennsylvania	114,318	2	Pennsylvania	120,009
3	Illinois	102,080	3	Illinois	111,100
4	**Minnesota**	74,606	4	California	79,070
5	California	72,364	5	Ohio	69,000
6	Ohio	68,000	6	**Minnesota**	62,470
7	New Jersey	55,382	7	New Jersey	55,680
8	Michigan	50,634	8	Michigan	53,709
9	Wisconsin	47,977	9	Wisconsin	50,575
10	Massachusetts	47,107	10	Indiana	45,500
16	Iowa	18,000	19	Iowa	17,958
41	North Dakota	2,043	39	North Dakota	2,540
44	South Dakota	1,530	49	South Dakota	1,500
52	Alaska	167	52	Alaska	152

[1]Estimated.

Source: National Association of State Scholarship and Grant Programs, *21st Annual Survey Report, 1989-90 Academic Year* (January 1990).

Table I.53
Average Award, Need-Based Scholarships and Grants for Undergraduates, Selected States Fiscal Years 1989 and 1990

Fiscal Year 1989			Fiscal Year 1990[1]		
Rank	State	Average Award	Rank	State	Average Award
1	South Carolina	$2,245	1	South Carolina	$2,423
2	California	1,786	2	California	2,011
3	Iowa	1,669	3	Iowa	1,788
4	Michigan	1,490	4	Illinois	1,627
5	Illinois	1,405	5	New Jersey	1,523
6	Alaska	1,401	6	Alaska	1,500
7	District of Columbia	1,396	7	Kansas	1,485
8	New Jersey	1,376	8	Michigan	1,356
9	Massachusetts	1,326	9	District of Columbia	1,353
10	Missouri	1,237	10	Massachusetts	1,335
	National Average	**1,092**		**National Average**	**1,171**
21	**Minnesota**	915	17	**Minnesota**	1,089
28	Wisconsin	747	27	Wisconsin	775
43	North Dakota	478	38	North Dakota	606
51	South Dakota	331	50	South Dakota	336
52	Montana	323	52	Montana	321

[1]Estimated.

Source: National Association of State Scholarship and Grant Programs, *21st Annual Survey Report, 1989-90 Academic Year* (January 1990).

Table I.54
Estimated Grant Dollars to Undergraduates in 1989-90 per Undergraduate Enrollment, by State[1]

Rank	State	Need-Based Aid to Undergraduates
1	New York	$684
2	New Jersey	622
3	Illinois	592
4	Vermont	500
5	**Minnesota**	406
6	Pennsylvania	404
7	Indiana	373
8	Iowa	309
9	Michigan	290
10	Connecticut	288
	National Average	**242**
14	Wisconsin	227
32	North Dakota	52
42	South Dakota	23
51	Idaho	12

[1]Grant dollars are estimates for 1989-90. Enrollment data (for fall 1988) are from Center for Education Statistics, Postsecondary Education Statistics Division, Washington, D.C. The Minnesota figure has been adjusted to include technical college headcount enrollment. That has not been done for other states. The federal data include only collegiate students.

Source: National Association of State Scholarship and Grant Programs, *21st Annual Survey Report, 1989-90 Academic Year* (January 1990).

Table I.55
Student Enrollment per 1,000 Residents in Selected States by Rank 1988-89 and Minnesota 1977-78 — 1988-89

Student Enrollment Load 1988-89	Annual FTE Public Students per 1,000 Population	Index	System Financial Load — Public Students Load Adjusted per 1,000 Population Index
1 North Dakota	46.3	151	156
2 Wyoming	41.8	137	132
3 Arizona	41.0	134	139
4 Minnesota	39.9	131	142
5 Kansas	39.4	129	135
6 Wisconsin	39.1	128	132
7 California	38.4	125	113
9 North Carolina	38.3	125	123
9 Alabama	37.2	121	117
10 Colorado	36.5	119	129
16 Iowa	34.2	112	123
39 South Dakota	25.7	84	88
United States	30.6	100	100
Minnesota 1977-78 — 1988-89			
1977-78	36.3	117	
1979-80	37.3	121	
1980-81	39.5	125	
1981-82	39.9	125	
1982-83	39.1	123	
1983-84	38.1	123	
1984-85	36.9	123	
1985-86	37.5	126	
1986-87	38.5	129	
1987-88	39.0	130	
1988-89	39.9	131	

Student Enrollment: Annual average full-time-equivalent students in public institutions of higher education per 1,000 population. Measures financial load for funding that supports student-related functions of instruction, academic and institutional support, student services, and operation and maintenance of the physical plant. Makes no distinction between the varied support requirements of different types of institutions in the state system.

Sources: Research Associates of Washington. *State Profiles: Financing Higher Education 1978 to 1989*

Table I.56
Tax Revenue Per Capita 1987 and Allocation to Public Higher Education 1988-89 in Selected States by Rank 1987-88 and Minnesota 1977-78 — 1988-89

Tax Revenue 1987 Estimated	Dollars Per Capita	Index	Allocation to Public Higher Education 1988-89	Percent	Education (Total) Appropriation as a Percent of Tax Revenue	Index
1 Alaska	$3,118	195	1 Alabama	13.1	(18.6)	162
2 District of Columbia	2,924	183	2 New Mexico	12.5	(14.7)	154
3 New York	2,618	164	3 Idaho	12.2	(13.8)	150
4 Wyoming	2,276	143	4 North Carolina	12.2	(15.4)	150
5 Connecticut	2,148	135	5 Mississippi	11.2	(15.9)	138
6 New Jersey	2,065	129	6 Wyoming	11.1	(12.2)	136
7 Massachusetts	2,063	129	7 California	10.6	(11.7)	131
8 Hawaii	1,993	121	8 North Dakota	10.6	(14.3)	130
9 California	1,857	116	9 Arizona	10.3	(12.3)	126
10 Minnesota	1,819	114	10 Utah	10.2	(11.6)	126
11 Michigan	1,757	110	18 Minnesota	9.3	(10.9)	114
12 Wisconsin	1,755	110	19 Iowa	9.2	(11.0)	113
39 North Dakota	1,228	77	20 Wisconsin	9.0	(10.1)	111
44 South Dakota	1,145	72	39 South Dakota	7.0	(8.9)	87
United States	$1,596	100	United States	8.1	(9.8)	100
Minnesota 1977-78 — 1988-89			**Minnesota 1977-78 — 1988-89**			
1977-78	$ 824	115	1977-78	10.3		118
1979-80	958	116	1979-80	10.3		116
1980-81	1,053	122	1980-81	9.5		103
1981-82	1,078	114	1981-82	10.5		115
1982-83	1,121	109	1982-83	9.9		114
1983-84	1,221	110	1983-84	9.8		114
1984-85	1,418	121	1984-85	8.9		100
1985-86	1,638	126	1985-86	8.4		99
1986-87	1,697	121	1986-87	9.1		109
1987-88	1,638	110	1987-88	9.7		117
1988-89	1,819	114	1988-89	9.3		114

Tax Revenues. State and local tax revenues collected per capita. Collected tax revenue represents the wealth available to state and local governments for public use. The index essentially identifies "rich" versus "poor" states according to the size of their current tax income. State wealth such as non-tax revenues from government fees and charges for selling certain public services are not included.

Allocation to Public Higher Education. State and local tax revenue appropriated or levied for current operating education expenses of public institutions. This ratio suggests the relative importance and requirements of financing public student education compared to the funding of other public services in the state and local government budgets. The ratio for total appropriations is shown in ( ).

Sources: Research Associates of Washington. *State Profiles: Financing Higher Education 1978 to 1989*

Table I.57
Education Appropriations per Student 1988-89 in Selected States by Rank and Minnesota 1977-78 — 1988-89

Education Appropriations Per Student 1988-89	Dollars Per Student	Index	Relative to System Financial Load Index	11 Year Constant Dollar Change (Percent)	Res-Ag-Med Approp. as a Percent of Total Approp.	($/Capita)
1 Alaska	$9,879	233	275	14.8	10.2%	($29.8)
2 District of Columbia	7,695	182	185	—12.1	0	(0.0)
3 Hawaii	7,458	176	155	14.1	17.5	(40.7)
4 Connecticut	6,343	150	156	19.1	15.3	(21.9)
5 New York	6,309	149	167	20.9	13.4	(23.5)
6 New Jersey	6,025	143	154	34.0	22.7	(34.7)
7 Wyoming	6,028	147	147	—1.0	9.1	(25.1)
8 Massachusetts	5,273	125	134	6.7	5.3	(6.3)
9 Maine	5,027	123	123	59.9	5.4	(7.4)
10 California	5,131	121	135	4.2	9.5	(20.6)
20 Minnesota	4,231	100	92	—12.4	14.6	(29.0)
22 Iowa	4,073	96	82	—9.8	16.3	(27.1)
24 Wisconsin	4,028	95	92	—12.4	10.6	(18.7)
44 South Dakota	3,138	74	71	—14.7	21.0	(21.4)
48 North Dakota	2,083	66	64	—29.4	26.1	(45.9)
United States	$4,234	100	100	1.3	16.8	(26.2)
Minnesota — 1977-78 — 1988-89						
1977-78	$2,349	116	106	14.3		($14.2)
1979-80	2,652	111	102	14.4		(16.7)
1980-81	2,543	101	93	14.0		(16.4)
1981-82	2,828	104	96	14.2		(18.7)
1982-83	2,849	101	93	14.4		(18.7)
1983-84	3,136	103	94	14.6		(20.4)
1984-85	3,438	98	90	14.3		(20.3)
1985-86	3,677	98	90	14.7		(23.8)
1986-87	4,017	102	94	14.0		(25.3)
1987-88	4,080	100	91	13.9		(25.8)
1988-89	4,231	100	92	14.6		(29.0)

Education Appropriations Per Student. State and local tax revenue appropriated for current operating education expenses of public institutions per annual FTE student. Indicates average state support to individual students without taking into account the types of institutions attended. Education appropriations related to the state system funding requirements are reported as an index. Appropriations for research, agriculture, and medical schools are reported as a percent of total appropriations to suggest relative importance and per capita as a need measure.

Sources: Research Associates of Washington. *State Profiles: Financing Higher Education 1978 to 1989*

Table I.58
Estimated Net Tuition Revenue Per Student in Selected States by Rank and Minnesota 1977-78 — 1988-89

Estimated Net Tuition 1988-89	Dollars Per Student	Index	Relative to System Financial Load Index	11 Year Constant Dollar Change (Percent)	Tuition as Percent of Personal Disposable Income
1 Vermont	$5,419	407	363	51.7	45.1
2 Delaware	3,890	288	262	48.0	29.2
3 New Hampshire	3,432	254	252	7.4	21.8
4 Pennsylvania	2,758	204	195	32.2	21.1
5 Michigan	2,321	172	167	60.3	17.7
6 Ohio	2,079	154	141	27.0	16.8
7 Rhode Island	2,073	153	152	49.1	15.2
8 Colorado	1,954	145	134	50.5	14.8
9 Iowa	1,887	140	118	20.7	15.4
10 Indiana	1,884	137	122	16.2	15.5
11 South Dakota	1,872	135	129	88.2	16.1
12 Wisconsin	1,771	131	127	10.3	14.0
24 Minnesota	1,339	99	91	34.2	10.0
29 North Dakota	1,445	107	104	33.3	12.6
Minnesota — 1977-78 — 1988-89					
1977-78	$ 485	91	84		9.1
1979-80	600	96	88		9.0
1980-81	633	93	85		8.6
1981-82	710	94	86		8.8
1982-83	872	103	95		9.7
1983-84	981	103	95		10.5
1984-85	1,138	110	101		11.4
1985-86	1,184	105	97		10.6
1986-87	1,164	98	90		9.8
1987-88	1,261	99	91		9.9
1988-89	1,339	99	91		10.0

Net Tuition Revenues Per Student. Tuition revenues of public institutions per annual FTE student. Indicates average tuition (less state appropriated student paid by all resident and non-resident students) without recognizing the types of institutions attended. Tuition related to the states system's funding requirement is reported as an index. Tuition revenues per student relative to disposable personal income per capita indicates tuition level relative to resident ability to pay.

Sources: Research Associates of Washington. *State Profiles: Financing Higher Education 1978 to 1989*

Table I.59
Education Appropriations Per Student and Estimated Tuition Per Student 1988-89 in Selected States by Rank and Minnesota 1977-78 — 1988-89

Education Appropriations and Estimated Tuition Per Student	Dollars Per Student	Index	Relative to System Financial Load Index	11 Year Constant Dollar Change (Percent)
1 Alaska	$11,137	203	239	—11.8
2 Delaware	8,539	153	139	35.5
3 District of Columbia	8,348	149	153	—11.2
4 Hawaii	8,175	146	128	13.9
5 Connecticut	7,869	141	147	19.8
6 Vermont	7,828	140	125	31.0
7 New Jersey	7,730	138	149	35.9
8 New York	7,542	135	152	16.6
9 Wyoming	6,829	122	126	—5.6
10 Pennsylvania	6,827	122	116	1.6
16 Iowa	5,961	107	90	—2.0
17 Wisconsin	5,800	104	101	—6.5
25 Minnesota	5,569	100	91	—4.5
38 South Dakota	4,965	89	85	6.8
49 North Dakota	4,248	76	74	—15.9
United States	$5,584	100	100	5.9
Minnesota — 1977-78 — 1988-89				
1977-78	$2,384	111	101	
1979-80	3,251	108	99	
1980-81	3,176	99	91	
1981-82	3,538	102	94	
1982-83	3,721	101	93	
1983-84	4,117	103	94	
1984-85	4,576	101	92	
1985-86	4,861	100	91	
1986-87	5,180	101	93	
1987-88	5,340	100	91	
1988-89	5,569	100	91	

Education Appropriations and Net Tuition Per Student. Appropriation and tuition revenue for current operating education expenses for public institutions per annual FTE student. Indicates support for individual students without taking into account the types of institutions attended. Education appropriations and tuition related to the state system's financial support requirements is reported as an index.

Sources: Research Associates of Washington. *State Profiles: Financing Higher Education 1978 to 1989*

Table I.60
Potential Tax Revenues Per Student 1988-89 in Selected States by Rank and Minnesota 1977-78 — 1988-89

Potential Tax Revenues Per Student 1988-89	Dollars Per Student	Index	To System Financial Load Index
1 District of Columbia	$123,874	237	242
2 Connecticut	113,093	217	226
3 New Jersey	100,371	192	207
4 Massachusetts	96,296	185	199
5 Nevada	91,414	175	190
6 Alaska	90,013	173	203
7 New Hampshire	85,482	164	162
8 Florida	78,828	151	161
9 New York	73,280	140	158
10 Hawaii	69,812	134	117
23 South Dakota	49,452	95	90
38 Minnesota	41,081	79	72
43 Iowa	38,623	74	63
48 Wisconsin	34,571	66	64
51 North Dakota	30,252	58	56
United States	$49,858	100	100
Minnesota — 1977-78 — 1988-89			
1977-78	$19,243	83	76
1979-80	22,341	83	77
1980-81	23,113	85	78
1981-82	24,316	82	75
1982-83	26,379	81	74
1983-84	28,808	81	74
1984-85	30,694	79	73
1985-86	33,354	76	70
1986-87	37,027	79	72
1987-88	38,939	79	72
1988-89	41,081	79	72

Potential Tax Revenues Per Student. These combined input factors establish a state's basic potential to finance public institutions relative to student enrollment load. Reports relatively stable tax potential to finance individual student's education without taking into account the types of institutions attended. Tax potential related to the state system's financial support requirements is reported as an index.

Sources: Research Associates of Washington. *State Profiles: Financing Higher Education 1978 to 1989*

Table I.61
Collective Financial Actions in Selected States by Rank 1988-89 and Minnesota 1977-78 — 1988-89

Collective Financial Actions 1988-89	Percent	Index	Relative to System Financial Load Index
1 Wisconsin	16.8	157	152
2 Alabama	15.8	147	154
3 Iowa	15.4	144	122
4 Mississippi	15.2	142	126
5 Delaware	14.5	136	123
6 North Dakota	14.0	131	127
7 Michigan	14.0	131	127
8 Utah	13.9	130	114
9 New Mexico	13.9	130	112
10 Arizona	13.8	129	124
11 Minnesota	13.6	127	116
37 South Dakota	10.0	94	89
United States	10.6	100	100
Minnesota — 1977-78 — 1988-89			
1977-78	14.7	133	122
1979-80	14.6	129	119
1980-81	13.7	117	108
1981-82	14.5	125	114
1982-83	14.1	125	115
1983-84	14.3	128	117
1984-85	14.8	127	117
1985-86	14.6	131	120
1986-87	14.0	129	118
1987-88	13.7	126	116
1988-89	13.6	127	116

Collective Financial Actions. The combined factors are the financial actions that establish the degree to which the potential tax dollars per student are actually utilized to achieve the support level provided. States with high levels are making a substantial combined tax effort, allocation to education, and tuition charge to finance public institutions. The actions related to the state system's financial support requirements are reported as an index.

Sources: Research Associates of Washington. *State Profiles: Financing Higher Education 1978 to 1989*

Table I.62
Preliminary Scholastic Aptitude Test Mean Scores Minnesota High School Juniors and National College-Bound 1980-81 — 1989-90

	Minnesota				National		
Year	Verbal	Math	Total Students	Estimated Percent of High School Graduates	Verbal	Math	Percent of High School Graduates
1980-81	41.2	47.3	28,216	42%	40.6	45.2	39%
1981-82	41.9	46.9	28,351	43	41.5	45.1	40
1982-83	41.9	46.8	26,962	43	41.0	44.7	41
1983-84	41.2	46.4	29,598	51	40.9	44.7	45
1984-85	41.0	46.0	29,775	53	41.0	44.2	45
1985-86	41.1	46.7	30,916	54	40.9	45.0	46
1986-87	41.3	46.5	32,721	55	40.9	45.0	47
1987-88	40.1	46.5	30,636	53	40.4	45.0	46
1988-89	41.4	47.7	24,843	47	40.7	45.6	46
1989-90	41.7	47.4	19,567	39	40.2	44.4	47

Source: The College Board

Table I.63
Mean SAT Scores Minnesota and National 1980-81 — 1989-90

	Minnesota				National		
School Year	Verbal	Math	Total Students	Estimated Percent of High School Graduates	Verbal	Math	Percent of High School Graduates
1980-81	486	539	5,074	7%	424	466	34%
1981-82	485	543	4,983	8	426	467	35
1982-83	482	538	5,631	9	425	468	35
1983-84	481	539	6,623	11	426	471	37
1984-85	481	537	7,304	13	431	475	38
1985-86	482	540	7,764	14	431	476	40
1986-87	472	531	10,162	18	430	476	42
1987-88	470	531	9,911	17	428	476	43
1988-89	474	532	8,793	15	427	476	42
1989-90	477	542	7,202	14	424	476	43

Source: The College Board

Table I.64
ACT Mean Composite Scores Minnesota and National 1979-80 — 1988-89

School Year	Minnesota			National	
	Mean	Total Students	Estimated Percent of High School Graduation	Mean	Total
1979-80	20.3	19,562	28	18.5	NA
1980-81	20.3	18,938	28	18.5	NA
1981-82	20.2	17,905	27	18.4	NA
1982-83	20.2	17,839	28	18.3	NA
1983-84	20.2	18,134	30	18.5	NA
1984-85	20.2	17,635	31	18.6	738,836
1985-86	20.3	17,615	31	18.8	729,606
1986-87	20.2	20,119	35	18.7	777,444
1987-88	19.9	25,648	44	18.8	842,322
1988-89	19.7	27,427	48	18,6	855,171

Source: ACT

Table I.65
Trends in Average ACT Composite Scores, 1985-86 — 1989-90[1]

Year	Minnesota			Midwest[2]		Nation	
	Mean	Total Students	Estimated Percent of High School Graduates	Mean	Total Students	Mean	Total Students
1985-86	22.0	17,615	31	21.3	320,042	20.8	729,606
1986-87	21.9	20,109	35	21.1	337,772	20.8	777,424
1987-88	21.7	25,648	44	21.2	366,357	20.8	842,322
1988-89	21.5	27,427	48	21.0	367,621	20.6	855,171
1989-90	21.3	29,718	57	21.0	350,962	20.6	817,096

[1]The data are based on estimates derived from research ACT conducted to link scores earned on the ACT Assessment administered before October 1989 with scores earned on the enhanced ACT assessment — the version that has been administered beginning with the October 1989 test date.
[2]Midwest states are Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, West Virginia, and Wisconsin.

Source: ACT

Table I.66
State of Minnesota General Fund Expenditures by Major Categories 1990-91 Biennium

Category	Amount	Percent
Aid to school districts	$ 3,785,690	27.4
Post-secondary education	2,517,049	18.2
Property tax aids and credits	1,608,572	11.6
Medical Assistance/General Assistance Medical	1,588,784	11.5
Local government aid	748,909	5.4
Debt service	404,941	2.9
Income maintenance	307,242	2.2
Other major local assistance	667,648	4.8
State institutions	687,496	5.0
Legislative, Judicial, Constitutional Officers	268,099	1.9
State agencies	1,231,210	8.9
Total	$13,815,640	100.0

Source: Minnesota Department of Finance

Section 2
Policy Issues

This section summarizes policy issues addressed by the Higher Education Coordinating Board during the past two years.

The section is divided into four parts. The first covers funding and financial aid issues. The second covers projects and issues relating to governance, mission differentiation, and planning. The third part reviews projects to improve quality. The fourth part describes projects to enhance coordination and cooperation.

Funding and Financial Aid

This part provides an update on the work of the average cost funding task force. It presents the results of the Board's post-secondary education cost study and review of the Design for Shared Responsibility. An update of activity on college savings is provided. A summary is provided of the Board's overview of private career institutions and the study of academic progress and persistence of State Grant recipients.

Average Cost Funding Task Force

The Average Cost Funding Task Force conducted several activities during the 1990-91 biennium.

The Task Force completed work on the first item on its issue agenda, Adequate Funding. System representatives contended that their systems were not adequately funded. Some contended that funding levels have not been adjusted to reflect changes in mission or type of student served. In addition, system representatives asserted that current funding levels were not sufficient to finance desired staffing ratios, needed support services, or equipment and supply purchases.

The Task Force produced a report on Adequate Funding on July 21, 1989. The report analyzed comparative national data on post-secondary education finance by state. Upon completion of the report, members of the Higher Education Advisory Council agreed that the issue of Adequate Funding and Peer Group analysis should not continue as an activity of the Task Force.

Council members suggested that the Coordinating Board provide updates on comparative post-secondary education financing periodically. Coordinating Board staff, in conjunction with the Average Cost Funding Task Force Technical Committee, updated comparative post-secondary education finance by state in a report on January 3, 1990. A report on comparative post-secondary education finance by state will be produced annually by Coordinating Board staff. The report will be made available to Average Cost Funding Task Force members.

The Average Cost Funding Task Force examined the issue of including debt service in the computation of Average Cost Funding Policy instructional costs. The Task Force's Technical Committee produced a report on the impact of including debt service in determining instructional costs. The salient findings of this report were forwarded to Average Cost Funding Task Force members.

Post-Secondary Education Cost Study

As one of several studies on aspects of state financing for post-secondary education, the Coordinating Board asked staff to study costs in public institutions.

Background: Several factors suggested the need for the study. They included tuition and fee increases exceeding the rate of inflation, instructional cost increases exceeding the Consumer Price Index, and public perception that the cost is higher than it is.

Issues: The staff study described the influences on post-secondary costs and tuition rates; documented trends in Minnesota public post-secondary institutions' costs and tuition rates and compared trends to those of other public institutions in the United States; explored reasons for the recent trends in tuition and cost; and identified strategies that currently do or potentially could contain growth in costs and tuition rates.[1]

Findings and Conclusions: The analysis in the staff paper found that post-secondary costs in the Minnesota public systems have decreased in constant dollars, but that tuition rates and financial aid awards have risen substantially in constant dollars. Several reasons for the trends are discussed.

Cost Trends

- Constant dollar costs per student in the public systems decreased between 1978 and 1983. The decreases were due primarily to state funding policies, the state's fiscal crises, and double digit inflation.
- Constant dollar costs per student in the public systems returned to their 1978 levels by 1986. The increases appear to have been the result of a change in state financing policies and stable or declining enrollments.
- Constant dollar costs per student in the public systems decreased in three systems after 1986. The decreases since 1986 apparently were caused by enrollment increases and the two year lag in the funding policy.

Tuition and Fee Trends

- Tuition rates in all four Minnesota public systems rose

[1] Minnesota Higher Education Coordinating Board, *Study of Post-Secondary Education Costs with Coordinating Board Recommendations* (January 19, 1989)

moderately in constant dollars between 1978 and 1983. The moderate increases were due to the state's fiscal crises.

- Tuition rates in all four systems rose substantially in constant dollars between 1983 and 1986. The substantial increases were the result of the new state tuition policy.
- Tuition rates in the public systems rose more slowly between 1980 and 1989 than during earlier periods and the increases varied by system and level of instruction. Variations in tuition rate changes between 1986 and 1989 were the result of enrollment increases, system tuition policies, and a change in state tuition policy for the Technical Institute System.
- Undergraduate financial aid rose much more rapidly in constant dollars than enrollments between 1989 and 1988. These increases reflected the redesign of the State Scholarship and Grant Program and the significant funding increases that were implemented in 1984 and 1985.

The study indicates that cost containment may be one way to expand or improve post-secondary services if sufficient additional revenues are not available. Four broad strategies are discussed — central planning and coordination, regulatory strategies, market strategies, and incentive strategies. Minnesota has a program or mechanism in place that uses each of the strategies.

The term cost is used to refer to institutional expenditures while tuition refers to the price students pay for instruction. The costs of instruction are important in Minnesota's finance policies for the public post-secondary systems. The operating cost directly influences levels of tuition revenue and state appropriations to the systems.

Recommendation: Based its review of the staff report, the Coordinating Board on January 19, 1989 recommended:

1. That Minnesota retain its current mix of strategies for containing growth in post-secondary costs and tuition rates.

2. That the Coordinating Board continue to monitor trends in costs of instructional and tuition rates.

3. That the Coordinating Board consider an evaluation of the state's finance and governance policies for post-secondary education as it develops its next management plan.

Design for Shared Responsibility

As part of the first overall review of financial aid policy since adoption of the Design for Shared Responsibility in 1983, the Coordinating Board completed work in 1990 on a study focusing on the cost of attendance.[2] The study was made possible by the development of a data base allowing the examination of financial aid packages received by students from the various federal, state, institutional and private financial aid programs.[3]

Issue: The study addressed two questions. What is the living and miscellaneous expense allowance assigned to students by institutions and how does it compare with the allowance assigned by the State Grant Program? What is the net student share given the institution's cost of attendance allowance?

Background: The Design for Shared Responsibility defines the roles of students, families, and government in financing the costs of obtaining an undergraduate education. The Design for Shared Responsibility is a general statement of how students should be expected to finance an undergraduate education. It assumes that all eligible undergraduates will have a fixed percentage of the cost of attendance covered.

The cost of attendance includes tuition and fees and a standard living and miscellaneous expense allowance. If the cost of attendance does not reflect a realistic budget for a frugal student, then the award will not accomplish the intent of the policy. The student share specifies what the state believes students reasonably can be expected to cover with past, current, and future income.

Findings: The living and miscellaneous expense allowance used in the State Grant Program is low. This study found that the typical 1987 State Grant Program applicant had an institution-specified living and miscellaneous expense allowance that was $1,176 higher than the allowance used in calculating a State Grant. Adjusted for inflation, the 1991 difference would be $1,515.

A standard living and miscellaneous expense allowance was first used in 1981. From 1981 to 1991, the

[2] Minnesota Higher Education Coordinating Board, *An Overview of the Design for Shared Responsibility and the State Grant Program* (August 1990).

[3] Minnesota Higher Education Coordinating Board, *Financial Aid Awarded in Fiscal Year 1987* (June 1989).

Minnesota Higher Education Coordinating Board, *Financial Aid Awarded, Fiscal Year 1989* (May 1990).

Consumer Price Index increased 55 percent while the living and miscellaneous allowance increased 26 percent. Most of the loss in purchasing power of the living and miscellaneous expense allowance occurred between 1981 and 1985. If the State Grant Program living and miscellaneous expense allowance had increased as fast as the Consumer Price Index, the Fiscal Year 1991 value would be $788 higher than it is.

Currently, the student share for the State Grant Program is specified as 50 percent of the cost of attendance with the state presumed to cover the remaining 50 percent where needed. In reality, the student share was closer to 61 percent of the cost of attendance in 1987.

Although Pell Grants and State Grants can be said to have covered 39 percent of the institution-specified cost of attendance, the average applicant had about 50 percent covered by expected family support and some type of grant. Campus-based grants and institutional grants, on average, reduced the student share by 11 percentage points.

This coverage was uneven across students; on average, students attending technical colleges in the Twin Cities had a student share of 58 percent. Students attending private four-year institutions had an average student share of 40 percent. Students attending institutions in the other systems had average student shares ranging between 46 and 55 percent.

Summary: Most students are spending more than the living and miscellaneous expense allowance used in the State Grant Program. This means that students themselves must finance more than 50 percent of the cost of attendance. The state is not covering 50 percent of the cost of obtaining an undergraduate education as promised. The state can change the living and miscellaneous expense allowance used in the State Grant Program or it can promise coverage of a smaller share of the real cost of attendance.

Recommendations: Based on its review of the study, the Coordinating Board in August 1990 adopted four recommendations:

1. That the state continue to use the Design for Shared Responsibility for all financial aid programs designed to serve undergraduate students.

2. That as part of its biennial budget request for Fiscal Years 1992 and 1993, the Coordinating Board recommend to the governor and legislature that the standard living and miscellaneous expense allowance be increased.

3. That the Coordinating Board, in collaboration with the governor and legislature, establish criteria for adjusting the living and miscellaneous expense allowance to be used for Fiscal Year 1994 and beyond that realistically reflect changes in the general cost of living.

4. That the Coordinating Board recommend to the governor and legislature that the student share remain at 50 percent, but if appropriations are inadequate to fund fully the State Grant Program, the student share be increased. A higher student share would be preferable to controlling spending by not recognizing inflation fully in the living and miscellaneous expense allowance.

College Savings Bonds

Since 1987 the Coordinating Board and its staff have been examining state saving incentive and prepaid tuition plans. In March 1988, the Board issued a report and recommendations on the topic.[4] Shortly afterward, the Commissioner of Finance received legislative authorization to issue Minnesota College Savings Bonds. Before proceeding, the Commissioner, with the cooperation of the Coordinating Board, was directed to study the market for and feasibility of the bonds.[5]

Background: As required by the legislation, the Commissioner of Finance, in cooperation with the Coordinating Board, conducted the market study, which was completed in November 1988.[6]

Findings from the study had conflicting implications for College Savings Bonds. On the one hand, widespread interest in the concept indicated favorable market conditions. On the other hand, anticipated difficulties in providing denominations and maturity dates that prospective purchasers desired made feasibility of state savings bonds questionable.

Meanwhile, the federal government enacted its own education savings bond program that uses Series EE U.S. Savings Bonds. The legislation establishing the program was approved in fall

[4] Minnesota Higher Education Coordinating Board, *State Saving Incentive and Prepaid Tuition Plans with Coordinating Board Recommendations* (March 17, 1988).

[5] *Laws of Minnesota for 1988*, Chapter 694.

[6] Minnesota Department of Finance, *College Savings Bonds Market and Feasibility Study* (November 1988).

1988 as a technical change in the 1986 tax law. Subject to certain conditions, interest on savings bonds is exempt from federal income tax when the bonds are used for payment of specified post-secondary education expenses. Interest on U.S. Savings Bonds already is exempt from state taxes. The federal program began in January 1990.

Establishment of the federal savings program and findings from the study of the proposed state program led to the decision not to issue College Savings Bonds. Attention turned to alternative action by the state. This resulted in several recommendations to the Commissioner of Finance:

- endorsement of the Coordinating Board's proposed information campaign to encourage families to plan for post-secondary education;
- state efforts to complement the federal program;
- state efforts to change some features of the federal program; and
- establishment of a committee in summer 1989 to review and, if feasible, begin implementing the preceding recommendations.

A staff report updating developments was presented to the Coordinating Board in January 1989.[7]

Recommendations: Based on the staff report, the Coordinating Board on February 16, 1989 recommended:

1. That the Higher Education Coordinating Board endorse the decision of the Commissioner of Finance not to issue Minnesota College Savings Bonds.

2. That the Higher Education Coordinating Board reaffirm its proposal for an information campaign to encourage families to plan for post-secondary education.

3. The Higher Education Coordinating Board continue to monitor developments related to saving incentive and prepaid tuition plans at the federal and state levels.

Status: The 1989 Legislature funded the Coordinating Board's proposal for an information campaign.

Overview of Private Career Institutions Participating in the Minnesota State Grant Program

In response to legislative concerns about the efficiency and effectiveness of Minnesota private career institutions, the Higher Education Coordinating Board staff prepared an overview of these institutions.

The Coordinating Board staff report, which follows national reports of abuse of financial assistance by such institutions and high default rates of their graduates, traces Minnesota private career institutions' participation in the state's student financial aid programs, and the mechanisms of state supervision of the operation of private career institutions.[8]

It describes the role these institutions play in Minnesota's post-secondary education community by examining a number of specific areas: programs offered, tuition, enrollment and admission policies, refund policies, State Scholarship and Grant recipients, Stafford Student Loan default rates, student persistence, job market placement, and starting salaries. The report makes some general comparisons in these areas with Minnesota's public post-secondary institutions that offer vocational programs.

Issue: The issue is to determine whether the problems identified nationally concerning private career institutions also apply to Minnesota and, if so, assist in determining corrective actions.

Background: The state oversees private career education through the jurisdiction of three state agencies: the Minnesota Department of Education, the Department of Commerce, and the Higher Education Coordinating Board. In some cases, private post-secondary career institutions are regulated by more than one of these agencies.

Findings: Minnesota has fairly stringent regulations governing private career institutions. State regulations provide strict guidelines for admission and tuition refund policies. New programs are reviewed and approved by the Coordinating Board.

Following extensive discussion in 1974 and 1975, eligibility to participate in the state's scholarship and grant programs was extended in 1975 to students enrolled in private career institutions. The share of state scholarships and grants for

[7] Minnesota Higher Education Coordinating Board, *Minnesota College Savings Bonds with Coordinating Board Recommendations* (January 1989).

[8] Minnesota Higher Education Coordinating Board, *Overview Of Private Career Institutions Participating in the Minnesota State Scholarship and Grant Program* (May 18, 1989).

students enrolled in private career institutions has fluctuated between 10.6 and 12.7 percent since 1984 when the Design for Shared Responsibility was introduced. The share in 1988 was 10.8 percent. The loan default rates, except for five institutions, are within the range of the default rates of borrowers who attended technical institutes and community colleges.

Conclusion: Minnesota's private career institutions generally appear to provide responsive and responsible educational opportunities and a choice to Minnesotans. They complement the educational opportunities available through technical institutes, community colleges, the University of Minnesota-Crookston, and the University of Minnesota-Waseca. The state's provisions for oversight of private career institutions and their inclusion in planning and coordinating efforts appear to have been effective in preventing the type of abuses by private career institutions that have been identified nationally. Student persistence, job placement, and starting salaries in related program areas appear to be comparable. Overall, except for five private career institutions, the default rate of Stafford Student Loan borrowers in private career institutions is similar to that of the technical colleges and community colleges.

Recommendations: Based on the staff report, the Coordinating Board on May 18, 1989 adopted two recommendations:

1. That staff forward the report to the appropriate committees of the legislature.

Default Rate

	Cumulative Up to 1986	Default Rate 1986-88
Globe College of Business	56.6	28.1
Brooks Beauty Academy	41.4	33.7
Cosmetology Training Center/St. Paul	39.1	26.9
Oliver Thein Beauty School	43.2	27.3
Maxim's Beauty Academy	42.2	75.0

2. That staff prepare a report on the five institutions with a default rate in excess of 35 percent.

Status: Coordinating Board staff worked with each of the five institutions with student loan default rates in excess of 35 percent during July through September 1989.

Four of the five institutions had undertaken remedial action before the staff contact. In addition, a report released by the federal government during the summer of 1989 provided default rates for 1986 to 1988. The four institutions that had initiated remedial action had lower default rates for the 1986-88 period than for the period up to 1986, the base of the earlier Board study. One institution had an increased default rate.

The remedial measures are patterned after a successful effort by the Minnesota Association of Private Postsecondary Schools (MAPPS). The MAPPS approach has received recognition by several other states in their efforts to reduce loan defaults.

Although Maxim's Beauty Academy had not initiated remedial action before contact by Coordinating Board staff, it developed a remedial plan after the staff contact.

Based on the activity between May and November 1989, the Coordinating Board recommended:

1. That it monitor progress over the period 1989-91 for Globe College of Business, Brooks Beauty Academy, Cosmetology Training Center in St. Paul, and Oliver Thein Beauty School Inc.

2. That it closely monitor Maxim's Beauty Academy as to its remedial action and progress during the 1989-91 period.

3. That it consider a second comprehensive statewide analysis of student loan defaults for the 1990-91 Management Plan.

Academic Progress and Persistence of State Grant Recipients

The 1989 Minnesota Legislature asked the Higher Education Coordinating Board to report on the academic progress and persistence of State Scholarship and Grant Program recipients.[9]

[9] *Laws of Minnesota for 1989*, Chapter 293, Sec. 2, Subd. 3.

Background: Coordinating Board staff prepared a report comparing patterns of academic progress and persistence among Minnesota students who received support through the State Scholarship and Grant Program with students who did not receive grants. The report looks at total numbers of individuals.[10] Analysis by student characteristics such as gender, age, or racial origins, could be considered in the future.

Issue: The issue is whether State Grant recipients progress academically and persist at higher rates than nonrecipients.

Findings: Recipients of state grants progressed academically and persisted at higher percentage rates than nonrecipients.

In post-secondary systems with four-year institutions, 72 percent of the first-time new entering, full-time Minnesota residents who enrolled in fall 1985 and received state grants were attending a Minnesota post-secondary institution four years later compared to 62 percent of nonrecipients.

Thirty-two percent of the grant recipients had reached senior status or above compared to 24 percent of the nonrecipients. The magnitude of difference varied by system.

Academic progress as measured by the percent of the 1985 student group attaining senior status or above in 1988 was significantly higher in private colleges than the State University System or University of Minnesota. Persistence as measured by the percent of the 1985 group enrolled in 1988 among the systems, however, did not vary significantly.

In systems of two-year institutions, 72 percent of the first-time, new entering full-time Minnesota residents who enrolled in fall 1985 and received state grants were attending a Minnesota institution in 1986 compared to 41 percent of the nonrecipients.

Community college students were in attendance at systems with four-year institutions in fall 1988 at a greater percentage than those originally enrolled at either technical colleges or private vocational schools. Of these community college students, persistence was greater by recipients at a rate twice that of nonrecipients.

Conclusion: The higher rates of academic progress and persistence emerging from the analysis are consistent with studies suggesting that financial aid does have a positive impact on persistence. Further analysis is needed on issues such as whether recipients would have persisted without state grants or whether nonrecipients who did not persist would have continued their education if grants had been available.

[10] Minnesota Higher Education Coordinating Board, *Academic Progress and Persistence of State Scholarship and Grant Recipients* (December 1989).

Governance, Mission Differentiation, and Planning

This part summarizes recent developments on governance and intersystem planning. It summarizes the 1988 system plans for post-secondary education and the M-SPAN 2000 project. The part concludes with an update of activity in Rochester and developments in instructional technology.

Governance

The Coordinating Board continually has studied and made recommendations on governance.

The 1988 Legislature directed the Coordinating Board to conduct a study of "the procedures necessary, fiscal implications, and effects of implementing alternative governance arrangements of two-year public post-secondary education institutions."[11]

The Board was to submit the study to the legislature by March 1, 1989. To conduct the study, the Board contracted with McKinney and Associates of East Lansing, Michigan. The consultants prepared a preliminary report, a final report, and four data supplements. The Board also received a staff analysis of the consultant's report.[12]

[11] *Laws of Minnesota for 1988*, Chapter 703, Article 1, Section 1.

[12] T. Harry McKinney and Dale A. Davis, *Minnesota Technical Institute and Community College Governance Study: Preliminary Report* (January 1989).

T. Harry McKinney and Dale A. Davis, *Minnesota Technical Institute and Community College Governance Study: Final Report* (February 1989) and Dale A. Davis, *Expenditure Profiles for Community Colleges in Minnesota, Fiscal Year 1986-87* (February 1989).

Dale A. Davis, *Expenditure Profiles for Technical Institutes in Minnesota, Fiscal Year 1986-87* (February 1989).

T. Harry McKinney, *Supplemental Report on Personnel and Facilities at Technical Institutes in Minnesota* (April 1989).

Background: In 1981, the Coordinating Board recommended placing the state's technical institutes and community colleges under direct management of a single state board. The two objectives were to establish more effective management of the Area Vocational Technical Institute System and to increase opportunities for students to combine general and occupational education. On several subsequent occasions, the Board reaffirmed its position. The one exception occurred in 1985 when the Board focused on management of the Technical Institute System.

In March 1987, the Board reaffirmed the recommendation for a single state board for technical institutes and community colleges. Findings from the study of alternative governance arrangements and the accompanying staff analysis did not change the basis for the recommendations.

Recommendations: Based on its review of the consultant's report and staff analysis, the Coordinating Board on February 16, 1989 adopted three recommendations.[13]

1. That the legislature authorize the State Board of Vocational Technical Education to initiate measures to bring technical institutes under direct state management in ways that do not preclude merger with other systems.

2. That the legislature postpone action on mergers of public post-secondary systems pending the outcome of two proposed studies regarding post-secondary education in Minnesota.

3. That the legislature amend Minnesota Statutes 136A.05 to require all public post-secondary institutions, including technical institutes, and all school districts that operate technical institutes to cooperate with the Higher Education Coordinating Board.

Status: The 1989 and 1990 legislatures considered but did not act on measures to alter the governance of public two-year institutions. The 1989 Legislature did, however, amend the statutes to require all public post-secondary institutions, including technical institutes and all school districts that operate technical institutes, to cooperate with the Coordinating Board. The statute change removes ambiguities in the responsibility of school districts to report data to the Board for routine purposes as well as special studies.

Mission Differentiation/ Intersystem Planning

Background: The 1985 Minnesota Legislature directed the post-secondary systems to focus on mission differentiation as part of the planning process and required the Coordinating Board to coordinate the effort. The Higher Education Advisory Council (HEAC) appointed senior staff representatives to an advisory task force, known as the Mission Differentiation Group. The HEAC directed the advisory task force to discuss and present to HEAC recommendations on several issues including:

- Associate degrees and occupational programs
- Access to undergraduate programs in the metropolitan area
- Doctoral degree programs
- Research roles
- Credit transfer
- Recruiting and marketing
- Continuing education and extension

In 1986, the HEAC issued a mission differentiation document on these topics. In 1987, it directed the Mission Differentiation Group to monitor the existing mission differentiation agreements but to refocus attention on areas of cooperation rather than upon additional mission differentiation issues. Reflecting this change in role, the group was renamed the Intersystem Planning Group (ISPG).

Status: During the past biennium, the group has focused on policy issues of concern to all the post-secondary systems and issues that can benefit from an intersystem approach. Issues discussed by ISPG include fostering better sharing and enhanced library resources, improved linkages with the K-12 education community, common approaches to remedial and developmental education, and cooperative approaches to using telecommunications.

The group identified transfer and articulation as an area needing additional attention and turned the issue over to the academic officers in each system for development and implementation.

A second role of the Intersystem

[13] Minnesota Higher Education Coordinating Board, *Study of Alternative Governance Arrangements for Two-Year Public Post-Secondary Institutes; Staff Report and Analysis with Coordinating Board Recommendations* (February 6, 1989).

Planning Group has been to jointly develop responses to various legislative inquiries or mandates. Reports developed by ISPG for HEAC include the feasibility of establishing a common calendar, an overview of current assessment for placement programs within each system, the feasibility of designing a single student health insurance program, and the progress report on plans for providing undergraduate and graduate practitioner-oriented programs in the metro area.

System Plans

Every two years before each budget session, the four public post-secondary education systems prepare reports to the Minnesota Legislature of their short and long-range plans. In accordance with the statute requiring the plans, the Coordinating Board submits a review and comment to accompany the system planning reports.

The four biennial sets of plans were prepared for the 1989 Legislature, and in January 1989 the Coordinating Board adopted its review and comment.[14] The Coordinating Board document highlights major provisions in the system plans and summarizes the specific responses to the planning legislation, highlights developments in mission differentiation, comments on the system plans, and offers some concluding observations.

Comment: The Board's comment highlights five themes common to the 1986 system plans and which reappeared in the 1988 plans — enrollment management; student assessment, placement and supporting services; quality improvement; economic development; and intersystem planning and mission differentiation. The Board also comments on the system plans as they relate to four questions guiding the design of the M SPAN 2000 study — access to post-secondary education; changes in values, attitudes, and lifestyles; helping students succeed; and the changing economy of the region.

Conclusion: The Board concludes by commenting on four significant issues — mission differentiation, governance, funding, and quality.

Mission — The Board will continue to press for mission differentiation as an appropriate response to the need for an efficient and comprehensive system of post-secondary education. The Board is concerned that mission differentiation will flounder without strong leadership from the legislature and the system heads.

Governance — Governance issues, particularly those affecting the technical institutes, complicate the mission differentiation discussion. While continued progress in mission differentiation is critical, broader structural changes may need to be considered to meet the state's goals of post-secondary education in the future.

Funding — Increasing access and enrollments, better services for more diverse students, more expensive programs for a technologically sophisticated society, and aspirations for nationally recognized and competitive institutions are important strategies and investments for the state's future. But they will be expensive to achieve.

While the Coordinating Board has not yet discussed specific comparisons with other states, it will be analyzing this erosion in state support. Indications that per student support may be below the average of peer institutions in some systems may make it impossible for those systems to support the state's aspirations for quality education. As the state reviews its level of support, the effects on the quality of instruction and student services should be identified. Legitimate needs of students for quality education programs will compete with other demands on state resources. The state's commitment to its vision will be tested.

If funding increases can be supported by state revenues, they should be developed in accordance with the state's integrated set of funding, tuition, and financial aid policies.

Quality — While the Board supports efforts to enhance access, it believes this must be accompanied by a commitment to quality. The system plans indicate efforts to promote quality; it will be important to make sure this commitment is sustained as resources are stretched to serve increasing numbers of students, particularly those with diverse needs for services.

[14] Minnesota Higher Education Coordinating Board. *Review and Comment on System Plans for 1988* (January 1989).

The Coordinating Board will work with others in the post-secondary community to make the post-secondary education needs of the state visible to legislators and others who determine how public funds are spent. At the same time, the Board will expect the post-secondary systems to demonstrate that they have been responsive to those needs within the limits of their ability and mission.

Status: The 1990 Legislature enacted language to not require system plans in 1991 in view of several other planning mandates.

Study of Statewide Higher Education Needs

The 1988 Legislature appropriated $350,000 to the Higher Education Coordinating Board to begin a study of post-secondary education needs of the state.[15] The first phase of the study, completed in February 1989, focused on the needs of the population corridor extending from St. Cloud through the Twin Cities to Rochester. The 1989 Legislature appropriated $360,000 to the Coordinating Board to conduct Phase II of the Minnesota Study of Post-Secondary Access and Needs (M SPAN 2000) covering the rest of the state.[16] Following is a status report on M SPAN I and M SPAN II.

[15] *Laws of Minnesota for 1988*, Chapter 703, Article 1, Section 2, Subd. 3.

[16] *Laws of Minnesota for 1989*, Chapter 293, Section 2, Subd. 1 (f).

M SPAN I

Consultant's Report: SRI International of Menlo Park, California, the Board's consultant for Phase I, issued its final report in February 1989.[17]

SRI offered its perspective for a possible "comprehensive, multifaceted strategy" for the corridor. It included implementation of the Commitment to Focus (later named Access to Excellence) initiative at the University of Minnesota, strengthening the state universities, conversion of Metropolitan State University into a comprehensive four-year urban university, expanded use of 2 + 2 arrangements and other articulation and transfer agreements with the community colleges, encouragement of the expansion of private college capacity, continued development of the technical colleges as providers of comprehensive technical education, encouragement of the expanded use of new education technologies, encouragement of increased responsiveness to the needs of new kinds of students, encouragement of creative new educational ventures responsive to changing educational needs, and the promotion of more proactive planning.

[17] SRI International, *Maintaining Minnesota's Educational Advantage, Preliminary Findings on Future Needs and Issues for Higher Education in Minnesota* (December 1989).

SRI International, *Preliminary Analysis of Alternative Strategies to Address Higher Education Needs in Minnesota* (January 1989).

SRI International, *Maintaining Minnesota's Educational Advantage, An Analysis of Future Higher Education Needs and Alternative Strategies to Address Them in Minnesota, Final Report*, (February 1989).

SRI concluded with seven suggestions for Minnesota decisionmakers: recognize the need to adequately support existing institutions as well as to address changing and expanding needs for higher education, give renewed attention to quality, recognize the solution to the state's higher education challenges needs to be an integrated one, understand that decisions need to be made for the long-term benefit of Minnesota, be wary of conservatism of existing institutions and systems, do not hesitate to be bold and aim high, and take the time necessary to make sound decisions.

HECB Response: The Coordinating Board on February 15, 1989 adopted a review and comment on the SRI final report.[18] Also, the Board adopted the final SRI report, and 12 of its own proposals, and asked the Board executive committee to recommend an amended agency budget taking into account the fiscal implications of the M SPAN proposals.[19]

Following are the Board's 12 proposals:

1. To ensure the completion of a comprehensive assessment of statewide post-secondary needs and strategies, the Board reaffirm its budget request for funding Phase II of the M SPAN project.

[18] Minnesota Higher Education Coordinating Board, *Review and Comment on Maintaining Minnesota's Educational Advantage, Alternative Strategies* (February 15, 1989).

[19] Minnesota Higher Education Coordinating Board, *Proposals on M SPAN 2000, Phase I* (February 16, 1989).

2. To ensure a strong infrastructure upon which to build new strategies that respond to changing conditions, the 1989 Legislature focus its actions on funding the most critical system and Coordinating Board needs: these include a strong financial aid program, quality instructional programs, quality library resources and instructional equipment, and necessary student support services.

3. To meet the policy objective of addressing the needs of new kinds of students, several activities begin in the next six months:

- An HECB study of needs of minority and immigrant people statewide, with attention to each group, guided by the advice of the various minority groups and post-secondary and elementary-secondary communities, to be completed by October 1990;
- A task force, possibly in cooperation with the Minnesota Minority Education Partnership (MMEP), to develop strategies for increasing the numbers of minority students who persist to high school graduation and increasing numbers of minority teachers;
- Promotion to assure increased representation of minorities on post-secondary education boards.
- Review by each public and private post-secondary system with consumer involvement of its procedures and structures to help "new student populations" (Minority, older, part-time, and other students) pursue and succeed in post-secondary education with a report to the HECB by September 1989 and a subsequent review and comment by the Board to the 1990 Legislature;
- An HECB study of financial aid opportunities for changing student populations, with completion by September 1990;
- Continuation of the HECB's evaluation of existing financial aid policies and their impact on persistence and student debt burden with completion by 1990;
- Further development and funding of information, assessment and advising systems for youth and adults, in concert with representatives of elementary and secondary schools, as recommended by the Board's Post-High School Planning Program Advisory Task Force.
- A review, as part of M SPAN Phase II, of barriers to post-secondary education for the rural poor.

4. To meet the objective of strengthening the University of Minnesota as one of the top five public research universities, the Board reaffirm its support for Commitment to Focus and urge that the state and the University demonstrate their intent to continue implementation of the plan through necessary choices in allocating resources.

5. To accomplish the objective of meeting the Twin Cities' undergraduate education needs, the Board, in cooperation with the Higher Education Advisory Council, develop the intersystem plan for the 1991 Legislature spelling out short-range and long-term strategies to ensure adequate capacity. As part of the planning process, the Board requests that by November 1989;

- Metropolitan State University submit a proposal through the State University Board outlining how it would meet undergraduate needs in the corridor;
- The private colleges submit a proposal indicating how they would expand their capacity at the undergraduate level;
- The post-secondary systems submit a proposal on the expansion of 2 + 2 arrangements to meet undergraduate needs;

To provide information for the capital budget process, the Board should provide a progress report on development of the plan to the 1990 Legislature.

6. To meet immediate needs identified in Phase I of the M SPAN project, the governor and 1989 Legislature support the allocation of funds to the Board for a "new initiatives fund" by which carefully selected new projects, including pilot and demonstration efforts, could be planned and implemented through a Request for Proposal (RFP) process.

7. To accomplish the objective of meeting the Twin Cities, urban-related needs, the Higher Education Coordinating Board staff should further identify needs and work with the post-secondary systems to develop plans and report to the Coordinating Board by September 1990, and the Board should submit a review and comment to the 1991 Legislature.

8. To meet the policy objective of developing specific practitioner oriented graduate programs for the metropolitan corridor, the Board proposes that the State University System be strengthened; the Board staff, in cooperation with the Higher Education Advisory Council, should develop a process whereby the State University System, in concert

with the University of Minnesota and private colleges, can develop specific plans by fall 1990 on how they would meet practitioner graduate education needs, and the Coordinating Board should prepare a review and comment to the 1991 Legislature.

9. To achieve the policy objective of meeting specialized science and technology education needs, the Board support:

• strengthening of the University of Minnesota's Institute of Technology, and some refocusing to address primarily upper division and graduate needs;
• strengthening of the technical institutes through continued work toward restructuring and providing general education to those pursuing technical education, and through increased linkages with industry, and through governance under a single statewide system;
• strengthening the state universities' roles in providing quality engineering programs in specific disciplines, perhaps through cooperative ventures with private institutions or the Institute of Technology;
• building on the role of the private colleges in providing instruction in mathematics and science; and
• the performance of additional staff work in consultation with private sector leaders, state and civic organizations, and the HEAC to determine the feasibility of
— establishing a public-private science and technology institution
— establishing a public-private training institute or training consortium,
— using alternative delivery systems, and
— establishing employer/college/TI partnerships in support of adult learning.

10. To meet the policy objective of addressing needs in St. Cloud, long term solutions should await the completion of Phase II, but immediate needs and efforts underway to address them should proceed and the results be evaluated. St. Cloud's long term needs should be addressed as part of an integrated strategy for the state, but St. Cloud's immediate overcrowding and funding problems are critical and should receive priority attention.

11. To address the policy objectives of meeting Rochester's needs, higher education developments now underway be supported, the 1989 Legislature support the governor's request of $1.2 million for the 1990-91 biennium, and give attention to the need for adequate instructional space to be used cooperatively by all the post-secondary education providers.

12. To meet the policy objective of more proactive state planning, the Board:

• Reaffirm its support for current efforts to develop quality assessment in Minnesota;
• Request exploration with the private sector and higher education community of a business-higher education forum in conjunction with existing efforts of the post-secondary education systems;
• Request staff to develop for presentation to the 1990 Legislature and selected, appropriate private funding sources a plan for a venture and challenge grant fund to encourage responsiveness by systems and institutions to emerging and changing needs;
• Endorse increased formal environmental scanning, and
• Consider, in consultation with the executive branch, legislature, and post-secondary education systems, topics requiring additional research during the development of its next management plan.

In March 1989, the Board submitted to the governor and legislature an amended budget request for an additional $610,000 to fund several follow-up studies and planning activities. The four highest priority items were the development of a plan to meet undergraduate needs, plans for providing practitioner-oriented graduate programs, study of minority needs, and analysis of financial aid opportunities for changing student populations.

The 1989 Legislature appropriated $50,000 to the Board and directed it to analyze and make recommendations on plans submitted for providing practitioner-oriented graduate programs in the seven-county metropolitan area. By February 1, 1990 the Board was to report its recommendations to the legislature.[20]

M SPAN Followup: Following extensive discussions during summer and fall 1989, Higher Education Advisory Council (HEAC) members proposed that the submission of final proposals be delayed for a year. Legislative leaders agreed to a progress

[20] *Laws of Minnesota for 1989*, Chapter 293, Section 2, Subd. 2(g).

report for the 1990 legislative session, but expressed concern that irreversible initiatives not proceed until completion of the planning process.

A *Progress Report* submitted by HEAC presents highlights from each system's plans.[21] The Coordinating Board review and comment notes promising concepts in the systems' plans; it also lists some areas of concern and specific issues requiring further examination as the planning process continues in the next year.

The Coordinating Board in February 1990 adopted a review and comment on the HEAC progress report on meeting undergraduate and practitioner oriented graduate programs in the Twin Cities region.[22]

Issues listed by the Coordinating Board for attention by fall 1990 were: market information on the clientele for specific programs; additional demographic information; further definition and elaboration of the 2 + 2 model; additional clarification of the University of Minnesota's role in general undergraduate education, especially in providing off-campus lower division offerings; additional study on the roles of the state universities and private institutions in graduate education; further information on the potential expansion of the private colleges' role; cost information on proposed programs; exploration of the use of technology; and evidence of further improvement of quality.

Although praising the level and spirit of discussion thus far by the higher education community, the Coordinating Board calls for a more integrated, cooperative response to the legislative mandate, rather than individual responses.

The 1990 Legislature adopted language requiring the public post-secondary systems to submit plans for providing undergraduate and practitioner-oriented graduate programs in the seven-county metropolitan area, December 1, 1990. The Coordinating Board is to review and comment on the report to the legislature and governor by February 15, 1991.[23]

M SPAN II

The 1989 Legislature approved the mandate for Phase II of the study covering Greater Minnesota and directed the Board to report the findings of the study to the legislature by December 1, 1990.[24] The Coordinating Board selected the College Board to conduct the study, beginning with an overview of conditions and trends in Greater Minnesota and a preliminary assessment of current capacity to meet post-secondary needs based on interviews and existing research.

The College Board issued its first report in March 1990.[25] The report concluded that there appears to be unmet demand and need for post-secondary education by residents of Greater Minnesota, particularly those who are placebound. However, additional time and research are needed to be sure.

Geographic access does not appear to be a problem for most young people in Greater Minnesota who graduate from high school at age 17 or 18 as long as they have not yet taken full-time jobs or family responsibilities or have become anchored in one place, according to the report. Further, most high school graduates in Minnesota — both young and old — have financial access to post-secondary education, the report says.

However, higher education is less accessible for substantial numbers of Greater Minnesota residents — both under and over 25 years old — who are from the lower half of the high school graduating class and take on adult responsibilities early in life.

Logistical access also appears to be a problem because many colleges do not seem to have accommodated to the requirements of nontraditional students, according to the College Board. When colleges have accommodated their schedules and services, enrollment has risen in response to the improved access.

[21] Higher Education Advisory Council, *A Progress Report on Undergraduate and Practitioner-Oriented Graduate Programs in the Twin Cities Region* (January 1990).

[22] Minnesota Higher Education Coordinating Board, *Review and Comment on Minnesota Higher Education Advisory Council: A Progress Report on Undergraduate and Practitioner-Oriented Graduate Programs in the Twin Cities Region* (February 1990).

[23] *Laws of Minnesota for 1990*, Chapter 591, Article 3, Section 12, Subd. 1.

[24] *Laws of Minnesota for 1989*, Chapter 293, Section 2, Subd. 1 (f).

[25] The College Board, *Stage I Report, Postsecondary Education Needs of Greater Minnesota* (March 1990).

Based on its assessment, the College Board report concludes that "at this point" there is "unmet demand" for block scheduling of courses during the mornings; evening courses; 2 plus 2 programs with all four years located on selected community college campuses; off-campus degrees (associate, bachelor's, master's); master's degrees in addition to education and other human services; accelerated degree programs; academic information and academic counseling prior to enrollment; and administrative services during the evenings (registrar's office, bursar's office, counselor's office, bookstore). The precise geography of this unmet demand is not yet clear, the report says. Also, there appears to be "at this point" an excess supply of program majors in certain fields.

The report also identifies several unmet needs in Greater Minnesota:

- persistence to program completion by Native Americans, Hispanics, and Blacks;
- better college preparation for the lower half of the high school graduating class;
- short-term certificate or diploma programs (credit or noncredit) for the retraining of professionals and managers to keep up with changing job requirements;
- custom designed education or training (credit or noncredit) under contracts negotiated between colleges and organizations.

High participation rates of Minnesota residents and growing enrollments in recent years led the College Board to choose two themes for its report: universal post-secondary education and lifelong learning.

Followup: The 1990 Legislature narrowed the scope of the 1989 study mandate and extended the deadline to March 15, 1991.[26] In summer 1990, Board staff began work on the rest of the study, with the work being performed by staff and some contractors for technical and policy expertise. In reviewing the progress of the study and the 1990 legislation, the Coordinating Board and College Board mutually agreed to terminate the contract between them.

The rest of the study focuses on five key questions:

- What instructional and supporting services are now available in Greater Minnesota and border areas of reciprocity states?
- What are the demographic and enrollment trends in Greater Minnesota?
- What are the perceived needs for post-secondary education among current students, former students, prospective students who now are in high school, and adult members of the community who are not now enrolled?
- What current and future unmet needs should be included in planning for the 1990s by the legislature and post-secondary systems?
- What are the potential strategies that could be used to meet identified priority needs?

[26] *Laws of Minnesota for 1990*, Chapter 501, Article 6, Section 10, Subd. 2.

Rochester Higher Education

In response to a request from the Rochester community, the 1988 Legislature allocated $300,000 for the provision by the University of Minnesota of graduate programs in electrical engineering, computer, science, and technology management in Rochester.

The bill further provided that the University prepare short and long-range plans for program development, the provision of dedicated and adjunct faculty, budgets, and timetables: the Regents establish an advisory committee; the University report its findings to the legislature by February 1, 1989; the Coordinating Board review and comment on the University's report; and the Board review the delivery of graduate programs in the Rochester area by February 1, 1990.[27]

In February 1989, the Coordinating Board adopted a review and comment on the legislatively-mandated planning report by the University of Minnesota.[28]

The Board observed that the University had responded adequately to the legislative mandate. An advisory committee was established. Student demand was sufficient to support the continued expansion of course offerings and the addition of a Masters in Technology Management in 1990-91 in addition to the presently offered Masters in Electrical Engineering and Masters in Computer Science. The Board, however, noted an unusually high ratio of auditors to for-credit registrations in the classroom courses. This imbalance which may be due, in part, to the large number of terminal degree holders pursuing professional development, might diminish as the program develops. The Board noted that the program is operating within the budgetary provisions of the legislature and that the inability to provide longer range planning beyond 1991 at this early stage is to be expected.

The Board indicated that the Rochester community is pursuing expanded higher education opportunities, including a university center, applied research activities and facilities.

The 1989 Legislature provided $1,087,000 for Fiscal Year 1990 and $1,252,000 for 1991 for enhanced and expanded graduate programs in Rochester during the 1990-91 biennium.

The 1989 legislation required that funding, now a University special, be merged with the University's operations and maintenance funding in Fiscal Years 1990 and 1991. The 1989 bonding bill allocated $825,000 to the Community College System to prepare working drawings for a facility to be shared by the University, Rochester Community College, and Winona State University, and for the space vacated on the community college campus as a result of the new structure.

In February 1990, the Coordinating Board adopted a review of the University of Minnesota's update on the development of graduate programs in Rochester.[29]

The Board said that implementation of graduate studies in technology by the University of Minnesota in Rochester is progressing satisfactorily with some modified expectations for growth in courses and programs. In cooperation with the community, the University has established a substantial presence that can continue to provide educational opportunities to the area's residents.

The 1990 bonding bill included $17 million to construct and renovate space for the University Center at Rochester. Debt service will be shared by the University of Minnesota, State University System, and Community College System.

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[27] *Laws of Minnesota for 1988*, Chapter 703, Section 6, Subd. 2(b).

[28] Minnesota Higher Education Coordinating Board, *Review and Comment on A Report on the Rochester Area Graduate Programs in Electrical Engineering, Computer Science and Technology Management of the University of Minnesota* (February 1989).

[29] Minnesota Higher Education Coordinating Board, *Review of Update of a Report on the Rochester Area Graduate Programs in Computer Science, Electrical Engineering, and Technology Management at the University of Minnesota* (February 1990).

University of Minnesota, *Update of a Report on the Rochester Area Graduate Programs in Computer Science, Electrical Engineering, and Technology Management of the University of Minnesota* (January 19, 1990).

University of Minnesota, *A Report on The Rochester Area Graduate Programs in Computer Science, Electrical Engineering, and Technology Management of the University of Minnesota* (November 14, 1988).

Instructional Technology

The 1987 Minnesota Legislature created the Task Force on Instructional Technology to review current instructional technology and telecommunications and to develop a statewide policy for these new technologies. The 1987 Legislature appropriated $30,000 to the Coordinating Board to support the project, and the 1988 Legislature appropriated an additional $30,000.[30]

All levels of education were represented on the task force. Of the 18 task force members, six represented post-secondary systems; six represented the Department of Education and K-12 education; one represented the Department of Administration; one the Student Advisory Council; three were selected by the Coordinating Board, including two persons from the private sector; and one representative was from the Minnesota Public Television Association.

Task Force Report: According to the task force, the use of telecommunications for instructional purposes is widespread in Minnesota. From elementary through post-secondary education, institutions and systems of all types and levels are requesting telecommunications technologies that will allow transmission of instruction to a number of sites. More than 100 school districts are using interactive television to provide instruction, and many districts are interested in acquiring it.[31]

All campuses of the University of Minnesota, Community College System, and Technical College System have the capacity to receive instruction through satellite technology. In addition, several post-secondary educational institutions transmit instruction using telecommunications. All types of post-secondary institutions are using telecommunications for several noninstructional purposes, such as searching online data bases, borrowing materials from distant libraries, transmitting data for administrative and research purposes, and conducting teleconferences. In K-12 education, telecommunications are used by cooperating school districts primarily to provide interactive television instruction for classes that would have had prohibitively low enrollments at any one school.

The task force concentrated on instructional purposes of telecommunications. It assumed that the most effective learning environment is one in which students and teachers are together in the same classroom. When being together in the same room is impossible, interactive television provides an alternative, which, among telecommunications technologies, best replicates classroom interactive patterns. Consequently, the task force focused its discussions and recommendations on telecommunications technologies that support two-way interactive television. The task force noted, however, that many of the findings and recommendations could be applied to the use of the same transmission technologies for other educational purposes, such as data transmission, one-way broadcast television or radio courses, and online database searching.

The task force reported that no single technology is appropriate for all educational telecommunications, nor for all interactive television projects. The choice of telecommunications technology depends on the type of instruction planned, the number and location of participating institutions, and environmental factors. Some factors were identified in reviewing the advantages and disadvantages of telecommunications technologies, including; cost, capacity, potential for interactivity among distant sites, susceptibility to interference, and Federal Communications licensing requirements.

Task Force Recommendations: Based on its findings, the task force adopted recommendations that concentrate on assuring that state funds are spent in a cost-effective manner and that telecommunications projects are successful. The task force recommended that:

1. State funding be provided to support local/institutional/regional funding of interactive television efforts.

2. Only those telecommunications systems which foster the meeting of

[30] Laws of Minnesota for 1987, Chapter 401, Section 35.

[31] Task Force on Instructional Technology, *Report to the Legislature* (December 1988).

Minnesota's educational goals and mission for all levels of education be used for instruction.

3. All legislative proposals for funding interactive television for education, including educational backbone systems, meet the following criteria:

- A full project description is provided;
- The project should have clearly defined educational goals and objectives;
- The need for the project is clearly described;
- The project is a cost-effective and efficient means of meeting its goals and objectives;
- A study is provided which demonstrates the technical feasibility of the project;
- If FCC licensure is required, a full engineering study and evidence of current licensure are provided;
- The proposal includes a clear description of system coordination and management;
- The proposal includes evidence of local and/or institutional financial support of the project;
- The proposal includes a three-year projection for use, clientele, support, and maintenance, training, costs, and revenues;
- The proposal includes evidence of faculty involvement in planning the project;
- The project provides the opportunity for cooperation or agreement of neighboring institutions;
- The project design allows for the capacity to link to appropriate state educational telecommunications networks;
- The project addresses future needs for expansion; and
- The proposal includes a plan for project evaluation.

4. The legislature review educational telecommunications funding requests using the criteria established by the Task Force on Instructional Technology (see recommendation 3), drawing upon the review and recommendations of affected state agencies, the State Department of Education, and/or the relevant post-secondary education system(s), and with input from objective engineering expertise, if necessary.

5. The state encourage new or innovative uses in the planning and design of telecommunications systems.

6. All educational institutions should be invited to participate in the planning and implementation of state-funded educational telecommunications systems. Connections to the system and user fees should be the responsibility of each institution.

7. A public sector telecommunications databank or clearinghouse should be established.

Coordinating Board Review and Comment: The Coordinating Board in January 1989 adopted a review and comment on the task force report, and also recommended steps to ensure continued coordination and planning in the development of telecommunications for education.[32]

[32]Minnesota Higher Education Coordinating Board. *Review and Comment on the Task Force on Instructional Technology Report to the Legislature With Coordinating Recommendations* (January 1989).

The Coordinating Board recommended:

1. That it endorse the recommendations of the Task Force on Instructional Technology.

2. That it continue to recommend coordination of state planning and resources for information technology in instruction.

3. That it recommend that the coordination and planning for post-secondary educational telecommunications occur independent of the Department of Education, but that to the extent possible, cooperation and communication between all levels of education be encouraged and facilitated.

4. That the Coordinating Board endorse the state educational telecommunications network planning process of the Higher Education Advisory Council.

5. That the Higher Education Advisory Council telecommunications working group develop priorities for educational telecommunications.

6. That the Coordinating Board recommend that legislative decisions on whether to fund telecommunications projects take into account the criteria proposed by the Task Force, but also the broader policy directions resulting from system and state-level planning.

7. That the Coordinating Board complete the compilation of an inventory of results regarding the uses of educational telecommunications and issue a report of findings.

8. That the Coordinating Board accept the Review and Comment on the Report of the Task Force on Instructional Technology and transmit it, with the report, to the legislature.

9. That the Coordinating Board express its appreciation and gratitude to the Task Force members for their efforts on this project.

Followup: The 1989 Legislature authorized the creation of a statewide telecommunications access routing system (STARS) to provide voice, data, video, and other telecommunications transmission services to state agencies, educational institutions, public corporations, and state political subdivisions.[33] The legislature provided $750,000 for initial planning and development. The Higher Education Advisory Council worked with the Department of Administration on the planning.

To conduct the first planning phase, the Department of Administration retained the consulting firm of Ernst & Young to advise on development and submit a final report to the state. The consultant suggested four alternative plans for STARS, with varying points of access and costs. The HEAC Telecommunications Ad Hoc Advisory Committee has been monitoring the progress of STARS planning.

The final report of Network Strategies Incorporated (NSI), an Ernst & Young subsidiary, describes the conceptual design for STARS, alternative approaches to phasing and implementing, and recommends a set of primary services to be provided.

STARS will lease telecommunications transmission capacity from one or more vendors, then manage and release that capacity to Minnesota public sector customers.

The HEAC and the STARS Advisory Council endorsed targeting alternative #3 of the consultant report. This alternative would provide extended access to high speed data and voice digital transmission facilities to every county in the state as well as to wideband intercity (broadcast quality) video capability to all cities with higher education campuses.

The 1989 Legislature placed a moratorium on higher education interactive video telecommunications projects. The Information Policy Office in the Department of Administration consulted with representatives of the Coordinating Board, the public post-secondary governing boards, private colleges, and Department of Education in developing communications and technology capabilities, plans, and needs of state government. The criteria developed by the Task Force on Instructional Technology were considered in evaluating projects or systems.

The Information Policy Office submitted a report to the legislature, and the moratorium was lifted.

Under a provision in the omnibus State Department bill, the higher education institutions were directed not to purchase interconnective computer technology without securing approval of the Information Policy Office prior to acquisition.

The 1990 Legislature provided a $900,000 five-year loan from the computer services fund to the STARS revolving fund. The funds will be used for the second phase of planning which is to include a Request for Proposal to secure a vendor to design and implement the system.

The 1990 legislation also enabled the private colleges to participate directly in STARS.

Quality

This part provides an update on quality assessment activities. It summarizes the Coordinating Board's review and comment on system reports on time to completion. The part concludes with Board proposals on International Baccalaureate incentives and an update on Advanced Placement activity.

Quality Assessment

Background: The 1987 Legislature established a Task Force on Post-Secondary Quality Assessment, composed of students, faculty and administrators, secondary educators, and a representative of the Coordinating Board. The 17-member task force was charged to:

- determine the goals of quality assessment;
- study and recommend strategies and mechanisms for

[33] *Laws of Minnesota for 1989*, Chapter 335, Article 1, section 64, subd. 1-7.

the state to use in achieving those goals;

- consider ways to use assessment to improve post-secondary education;
- establish pilot projects within each of the public post-secondary systems.

The task force issued a report in 1988 to the legislature outlining a set of principles to guide campuses interested in being a pilot site. In 1989 the task force requested funds to implement 8 of the 13 plans submitted. The 1989 Legislature provided $300,000 for pilot projects; the Coordinating Board provided an additional $200,000, and the systems/campuses contributed an additional $250,000. Six pilot projects began in August 1989 and will complete the pilot phase in June 30, 1991. The six pilots are:

- **University of Minnesota: "Discipline-Based Assessment of Critical Thinking Outcomes in Baccalaureate Education."**

HECB/Legislative Grant	= $ 98,750
Institution Contribution	= $ 75,800
Project Total	= $174,550

Description

The University of Minnesota's pilot project is geared to helping the Duluth, Morris, and Twin Cities campuses facilitate the development of critical thinking skills of undergraduates. It consists of both specific assessment activities and broader organizational and faculty development efforts focused on critical thinking. It has five features: identifies faculty as key users of assessment data; identifies other audiences for whom outcomes data are important; learns more about faculty members' needs for assessment data; adapts the assessment results to meet their needs; and uses the results of assessment as the basis for instructional improvement.

The six goals of the pilot project are: (a) to contribute to an assessment ethic relative to critical thinking; (b) to gain a greater understanding of how assessing critical thinking can contribute to the improvement of undergraduate education; (c) to help shape University-wide discussions concerning the nature of general education requirements for baccalaureate graduates; (d) to contribute to the assessment of learning outcomes in those colleges/campuses that already have revised their general education requirements; (e) to gain additional experience in using externally developed instruments to assess critical thinking; and (f) to give faculty additional experience in developing procedures to assess higher level thinking skills.

- **Bemidji State University: "Establishing Systematic Quality Assessment."**

HECB/Legislative Grant	= $ 98,750
Institution Contribution	= $ 91,644
Project Total	= $190,394

Description

This project is designed to establish a systematic and ongoing process of quality assessment. The proposed pilot builds upon foundations in assessment already in place, and will allow the university to develop appropriate and effective assessment strategies fostering the improvement of teaching and learning. Four major elements include:

- systematic measurement of general intellectual skills of a sample of students using standardized tests;
- focus groups — designed to elicit information from students;
- special purpose testing for specific departments or groups of students;
- faculty assistance in developing and using various assessment strategies by the coordinator of outcome assessment.

- **Hutchinson Technical College: "Quality Assessment Project."**

HECB/Legislative Grant	= $ 98,750
Institution Contribution	= $ 73,750
Project Total	= $172,500

Description

This project integrates two assessment procedures, student skills/performance and quality of instruction, into a broad computerized information management system. It includes the validation of a Student Opinion Survey (SOS) and in-service for instructors on ways to improve the teaching-learning process based on assessment data obtained from students.

Student Skills/Performance

Student records from the registrar's office have been linked to other departments that serve the student. These test results are now a part of the students'

records stored on the network computer in the registrar's office.

This system will allow the instructors to monitor the validity and the reliability of their tests delivered in this system and monitor the progress of students through the program.

Quality of Instruction

The Student Opinion Survey is used to establish a matrix of mastery levels for instructors. Teams will be developed to assist faculty in attaining mastery of various teaching components. The most important function of the teams will be to help establish professional growth among the staff using the student opinion survey as feedback on how well faculty are teaching.

- **St. Olaf College: "Student Outcome Assessment Pilot."**

HECB/Legislative Grant	= $34,700
Institution Contribution	= $21,146
Project Total	= $55,846

Description

The project includes three components: a departmentally-based assessment of students' writing ability using student writing portfolios; a cross-cultural/global awareness outcomes assessment with analysis of inputs and processes affecting outcomes; and an assessment analyzing general student outcomes including four years of related inputs and educational processes data.

- General student outcomes data will be gathered on the 1990 graduates immediately following graduation using the CIRP Follow-Up Survey. Data will be tied to information gathered on the 1990 class as incoming freshmen.
- Cross-cultural/global understanding was identified by faculty as a priority for focus of the assessment project. A faculty committee has drafted a statement regarding the desired student outcomes in the area and will work on the construction of an instrument to measure attitudes reflecting these outcomes.
- The Director of Writing is working with seven departments to develop a comprehensive program of departmentally-based assessment of students' writing ability which include the use of a writing portfolio. Departmental workshops will be held to address any needed curriculum revisions.

- **Minnesota Community College System: "Minnesota Community College Quality Assessment Pilot Project."**

HECB/Legislative Grant	= $ 98,750
Institution Contribution	= $ 43,750
Project Total	= $142,500

Description

The project builds upon an exiting system pilot currently in operation at North Hennepin Community College. The pilot has five components:

- assessment for course placement
- general education outcomes
- student intent
- student follow up
- ethnographic (longitudinal) study

The existing pilot will be modified and enhanced to further develop certain components of the pilot, disseminate information about the pilot to the rest of the system, expand the pilot to include other campuses, and integrate the information from the existing pilot into the planning and operation of the campus and the system.

- The Arrowhead Community College Region will be added to the pilot program. The Arrowhead Region will involve all of its community colleges (Hibbing, Mesabi, Itasca, Rainy River, and Vermilion) in the project.
- The Arrowhead colleges will work with the components already established through the North Hennepin pilot. In addition, the colleges will place an increased emphasis on general education outcomes.

- **Minnesota Association of Private Postsecondary Schools: "A Quality Assessment System for Minnesota Private Career Schools."**

HECB/Legislative Grant	= $47,400
Institution Contribution	= $28,000
Project Total	= $75,400

Description

The proposal outlines a quality assessment system that will serve 30 private career schools in Minnesota. The system will use an in-school survey of all enrolled students to evaluate students' satisfaction. A follow-up survey of 2,000 students will be used to measure completion rates,

placements in training related jobs, and earnings. Data will be reported back in training sessions for all schools so that improvements can be made.

Future Plans

In early 1991 the Coordinating Board will contract for an independent evaluator of the six pilots. Information on what has been learned from the pilot projects will be disseminated through printed materials and one or more conferences and symposia.

Review and Comment on System Reports on Time to Completion of Post-Secondary Programs

Students' educational goals and reasons for attending post-secondary education institutions are complex. Student attendance patterns and time to completion reflect family, career, and community, as well as education commitments. No single attendance pattern or registration load is right for all students. Thus, there is no standard time to completion.

Completion times beyond conventionally held time frames can reflect prudent educational choices. Student skills and needs vary. Increased registration levels and more rapid program completion may be inappropriate for some students.

Not all students progress toward their educational goals because of institutional barriers. Others might be responding to existing incentives in tuition and financial aid structures. Since all enrollments use state and institutional resources, more timely completion of educational goals presumably would put less strain on limited resources.

Background: The 1989 Minnesota Legislature directed Minnesota's public post-secondary education systems to study ways of encouraging students to carry full-credit loads, to study impediments to students completing their programs in a timely manner, and to examine ways to reduce or eliminate the impediments. The Coordinating Board was directed to review and comment on system studies.

In addition, the 1989 Minnesota Legislature directed the Coordinating Board to examine methods of encouraging students to attend summer session and to assess the implications of basing the definition of full-time used in the State Grant Program on 15 instead of 12 credits or the equivalent.[34]

Issue: The issue is how to reduce barriers and provide incentives to timely completion while preserving student choice in attendance patterns.

[34] *Laws of Minnesota for 1989*, Chapter 293, Section 8, Subd. 4.

Conclusions: In February 1990, the Coordinating Board adopted a review and comment on the system reports and its staff report on using the State Grant Program to promote timely completion.[35]

The following factors associated with time to completion were used in the Coordinating Board's review and comment: tuition banding; unavailability of courses; expanded programmatic requirements; students lack of preparation for college; changes in values and attitudes; registration levels; academic integration, similar treatment of students; academic integration, student advising; other factors identified in system reports — student educational objectives, overseas education, nontraditional students, financial variables, campus life, and attendance/registration level choices.

[35] Minnesota Higher Education Coordinating Board, *Review and Comment on System Reports on Time to Completion of Post-Secondary Education Programs* (February 5, 1990, revised February 27, 1990).

Minnesota Higher Education Coordinating Board staff, *Using the State Grant Program to Promote Timely Completion* (February 5, 1990).

Minnesota Board of Vocational Technical Education, *Report to the Minnesota Higher Education Coordinating Board on Time to Program Completion* (January 10, 1990).

State Board for Community Colleges, *Report on the Completion of Educational Programs in a Timely Manner* (January 15, 1990).

Minnesota State University Board, *Report of the State Board for the Minnesota State University System on the Completion of Educational Programs in a Timely Manner* (January 15, 1990).

University of Minnesota, *Time to Completion of Baccalaureate* (January 12, 1990).

System reports and the Coordinating Board study represent initial efforts examining the time to completion issue in Minnesota. The following conclusions were drawn:

- Students are taking longer to complete post-secondary programs than in the past. Students' registration levels in each public system show that average student registration levels have been decreasing. Post-secondary students are increasingly combining career, family, and community commitments along with educational commitments.
- Post-secondary institutions can encourage timely completion. Convenient scheduling of courses, monitoring programmatic requirements, integrating students into the academic community, and providing timely advising are methods available to institutions to encourage students to complete in a timely manner. These activities take on added importance in light of changing student values and attitudes, increasing need for developmental courses, expanding enrollments, and reduced registration levels.
- Tuition banding has not been shown to reduce time to completion. Where tuition banding has been practiced, student registration levels have continued to decrease.
- The State Grant Program does not encourage 12 month attendance. The Minnesota State Grant Program does not provide an incentive for eligible students to attend 12 months per year. For full-time students, the State Grant Program is designed for nine months attendance. Options for providing financial incentives to encourage summer session are available. Understanding the full implications of providing financial incentives for encouraging summer session attendance will require further analysis.

International Baccalaureate Incentives

The 1989 Legislature mandated that the Higher Education Coordinating Board examine and make recommendations on the use of post-secondary scholarships and other mechanisms to provide incentives to students to pursue International Baccalaureate (IB) degrees. The Board also was directed to include an analysis of the cost of a scholarship program and whether these scholarships would be an appropriate use of state funds.[36]

Background: The IB diploma program is a rigorous pre-college course of study that meets the needs of highly-motivated and academically gifted secondary school students. A comprehensive examination is administered at the end of the program. The IB diploma is recognized as meeting admission requirements of colleges and universities worldwide. In many instances, the IB diploma affords the student placement in advanced college courses and, in some cases, a full-year's college credit.

Issue: The issue is how to enhance the quality of education for secondary school students, especially highly-motivated, academically talented students. Specifically, what incentives will lead to increased development of and participation in the IB program?

Findings: In December 1989, Coordinating Board staff completed an analysis of possible IB degree incentives.[37] Following are highlights.

- The IB program is a new and developing program in Minnesota. It was started in 1983 in the Grand Rapids school district. For the 1989-90 academic year, the IB program was offered at 12 sites throughout the state. Six are in the Twin Cities and six in Greater Minnesota.
- Florida and California have incentive programs in place to support the program. Since 1988, Florida has made post-secondary scholarships available to the state's diploma and certificate graduates attending eligible Florida institutions. Of all the states participating in the IB program, Florida produces the largest number of IB diploma graduates. Within the United States, Florida provides the most financial support, currently $68 million annually for activities and programs of K-12 gifted students. California has a small amount of money to support networking activities for IB coordinators at the individual school sites. The California Department of Education is proposing legislation to provide support for existing sites and start-up assistance to new IB schools.

[36] *Laws of Minnesota for 1989*, Chapter 293, Section 2, Subd. 3.

[37] Minnesota Higher Education Coordinating Board. *An Analysis of Post-Secondary Scholarship and Other Mechanisms to Provide Incentives to Students to Pursue International Baccalaureate Degrees* (December 14, 1989).

Policy Issues

- The IB program is one of several designed to enhance quality education for Minnesota secondary students. Other programs available are College Board Advanced Placement Program, District Level Mentoring Programs, Post-Secondary Enrollment Options, High School Graduation Incentives, K-12 Enrollment Options Programs, District Designed Independent Study Opportunities, and District Designed Classes.
- The IB program cannot be integrated into other secondary school courses because of its prescribed curriculum and course work. Districts also must provide mandated teacher training activities, program administrative staff, and other resources to conduct the IB program successfully. Program requirements are established by the International Baccalaureate Office in Geneva, Switzerland, and deviations are not allowed.
- Even though the IB program cannot be integrated into normal school curricula, the program enhances other classes and activities at the site. Because of the IB program, the school has teachers trained to teach college-level courses and IB curriculum and resource materials available for other classes. School site facilities, such as laboratories and libraries, often are enhanced to meet IB standards. Upgrading these and other school facilities to meet IB requirements also provides improved resources for other students.

Recommendations: Based on the staff report, the Coordinating Board on December 14, 1989, adopted the following recommendation:

> **That the Department of Education be encouraged to consider special incentives to further develop the IB program in Minnesota. These incentives could include school district staff development, program coordination by the Department of Education, start-up assistance at new sites, with a view toward maintaining geographic balance, and examination fee assistance for needy students.**

Rationale: The recommendation is based on the California model because a program supporting these types of activities would provide a variety of resources to strengthen the Minnesota IB program.

A budget of $213,000 would support IB programs' incentives for a three-year period. This figure assumes the addition of three new schools into the program each year. The suggested incentives encourage that establishment of new sites maintain a geographic distribution of IB programs that meet the needs of students throughout the state and provide a balance between the rural and metropolitan areas. Recommended program support mechanisms include a provision to assist needy students with the cost of IB examinations.

State scholarships, such as awarded in Florida, would promote academic excellence and enhance the status of the IB program for student recruitment and other public relations purposes. However, a scholarship program would do little to strengthen the IB instructional program, to assist needy students with the high examination costs or to insure that the number of IB diploma graduates increases. Funding for a merit scholarship program would be a departure from Minnesota's need-based financial aid policy.

Advanced Placement

The College Board Advanced Placement Program consists of 28 examinations that high school students may take to show that they have mastered material typically taught in college freshman courses. Students usually prepare for the exams by taking special advanced courses in their high schools.

Each post-secondary institution determines what credit or placement benefits will be awarded to admitted students who submit Advanced Placement scores. The 1986 Legislature requested the public post-secondary systems to adopt uniform system policies to encourage high schools to offer Advanced Placement courses.[38] The community college and state university systems adopted uniform policies at that time. The University of Minnesota generally recognizes satisfactory scores on Advanced Placement exams, but policies differ by campus and department.

Comments: Table II.1 provides a summary of Advanced Placement participation of graduates of Minnesota high schools who entered Minnesota public institutions as new entering freshmen during 1989. It does not include Advanced Placement participants from other states or students who transferred with Advanced Placement credits previously granted by another institution.

The Advanced Placement Program is growing in Minnesota and nationally. In Minnesota, examination candidates increased from 1,970 in 1986 to 3,147 in 1989, an increase of 60 percent.

Two other programs also provide an opportunity for high school students to earn college credit. Approximately 6,100 students enrolled in state colleges and universities in 1989-90 under the Post-Secondary Enrollment Options Program (see page 10). The International Baccalaureate Program, available in 12 school districts, enrolled 2,418 students in 1988-89, and 309 students sat for International Baccalaureate examinations (see page 84).

The University of Minnesota continues to enroll the great majority of the Advanced Placement students who enter Minnesota public institutions. In 1989, 73 percent of the students submitting scores entered one of the University of Minnesota campuses.

Although comparatively few Advanced Placement students enter the state universities and community colleges, reports submitted over the past three years indicate that more institutions in these systems are enrolling students who have participated in the Advanced Placement Program. The adoption of formal and uniform policies may have assisted in this growth, as the legislature had intended.

Many students submitting Advanced Placement scores do not receive credit because they have scored below the level required by system or department policy. A score of 3 is frequently the minimum level recognized with credit. In Minnesota, 32 percent of the exams were scored below a 3; nationally, 35 percent were below this level.

Most Advanced Placement participants enter private colleges or out-of-state institutions that are not included in the reporting legislation. Minnesota public institutions received only 26 percent of the score reports of Minnesota students forwarded by the College Board to institutions in 1989. Minnesota private institutions received 23 percent, and out-of-state institutions received 51 percent.

Coordination and Cooperation

This part includes an update on program review activity, the development of placement tracking systems, the development of databases for higher education, and recent activity in interstate and international planning and federal-state relations.

[38] Minnesota Statutes 135A.10, Subdivision 2.

Table II.1
Credits Awarded on the Basis of Advanced Placement Program Scores Submitted by New Entering Students Who Graduated From Minnesota High Schools January 1, 1989 — December 31, 1989

AP Subject Areas	University of Minnesota[1]		State Universities		Community Colleges		Total	
	Students With AP Scores	Students Awarded Credit	Students With AP Scores	Students Awarded Credit	Students With AP Scores	Students Awarded Credit	Students With AP Scores	Students Awarded Credit
Art, art history and music	4	3	4	2	0	0	8	5
English language, literature, and composition	159	68	53	16	7	6	219	90
History, government and economics	93	56	33	24	15	15	141	95
Foreign languages	22	4	8	2	1	1	31	7
Mathematics and computer sciences	126	63	19	10	6	4	151	77
Science	50	24	15	13	3	3	68	40
TOTAL CREDITS AWARDED	1,621		320		223		2,164	
INSTITUTIONS ATTENDED	Duluth Morris Twin Cities		Bemidji Mankato Moorhead St. Cloud Southwest Winona		Anoka-Ramsey Austin Brainerd Lakewood Normandale North Hennepin			

[1]Some students at the University of Minnesota were granted exemptions from course requirements but did not receive credit toward graduation.

Source: Higher Education Coordinating Board

Program Review

Introduction: The Coordinating Board has the statutory responsibility to review proposed new programs of instruction and periodically to review existing programs.

Background: The 1987 Legislature changed the Board's responsibility from "review" of program proposals to "approval or disapproval."[39] In addition to considering whether a new or existing program is needless duplication of an existing program, the Board is required to consider whether the program is within the capability of the system or institution considering its resources, or outside the scope of the system or institutional mission. Statutory language "requesting" post-secondary education institutions to cooperate with and supply information to the Coordinating Board was amended to require public institutions to provide information. Private post-secondary education institutions are requested to cooperate and provide information.

The 1990 Legislature added authority to approve proposals for large-scale or permanent sites of instruction established by the public institutions. The Coordinating Board is to forward recommendations on sites to the chairs of the House Appropriations and Senate Finance committees. This language becomes effective July 1, 1991.

[39]Minn. Stat. 136A.04 Subdivision 1(4) (1990).

Table II.2
Summary of Action on Proposed New Programs
Fiscal Years 1981-1990

Fiscal Years	1981-82	1983-84	1985-86	1987-88	1989-90*
Category					
Preliminary Proposals	81	75	130	102	150
Formal Proposals	75	75	110	101	142
Discontinued Programs	49	37	47	12	3
Board Action					
Approved	60	71	99	92	142
Conditional Approval	2	2	9	1	0
Disapproved	6	1	0	4	0

*Seven pending consideration as of 9/1/90.

Source: Higher Education Coordinating Board

Following are the criteria used by the Coordinating Board to grant approval to new programs. These criteria went into effect in September 1990 following a lengthy consultation period with representatives from the post-secondary systems and sectors:

1. Mission

   The institution must provide documentation of approval by its governing board or chief executive officer prior to submission to the Coordinating Board, and a statement of how the proposed program fits within the institution's plan.

2. Institutional and Program Capability

   The institution must provide documentation concerning the resources available and/or needed to offer the proposed program at full operation. The resources include courses, faculty, physical facilities, information services, accreditation or licensure if applicable, and availability of clinical sites if applicable. There must be a plan for acquiring new resources if these are not already in place. In addition, there must be a plan for internal program evaluation including projected dates for evaluation.

3. Need

   The institution must define the intent of the program: is the program mainly intended to provide preparation for employment following completion, or is it intended as general education to provide a background for graduate education. Depending on the definition, the institution must provide employment data in support of occupational programs, and data supporting student interest or demand. In addition, the institution must provide evidence of consultation with employers or professional organizations. In the case of general education program proposals, measures include documentation that the program meets societal requirements and expectations.

4. Unnecessary Duplication

   The proposing institution must provide a definition of the geographic service area and the prospective student market for the program. In addition, it must provide documentation of consultation with, or research of, institutions with similar programs in the geographic service area in cases where similar programs exist.

   Program proposals are assigned by staff and the Board's Program Advisory Committee to a "short track" requiring one reading by the advisory committee. Proposals that raise questions or concerns are kept in the "regular" track and receive a preliminary and a formal reading.

Table II.3
Action on Instructional Programs
Program Requests to the Coordinating Board
Fiscal Years 1989 and 1990

	Programs Favorably Reviewed by System and Level						
	Non-degree		Degree				
System	Certificate	Minor	Associate	Bachelors	Master	Doctorate	Total
Technical College	18		13				31
Community College			3				3
TC/CC Joint			26				26
State University		4		15			19
TC/SU Cooperative			6				6
University of Minnesota		6	1	4	2	3	16
Private College		2		10	14	1	27
Private Vocational			14				14
Total	18	12	63	29	16	4	142

	Programs Withdrawn, by System and Level						
	Non-degree		Degree				
System	Certificate	Minor	Associate	Bachelors	Master	Doctorate	Total
Technical College							
Community College							
TC/CC Joint							
State University							
TC/SU Cooperative							
University of Minnesota							
Private College					1		1
Private Vocational							
Total					1		1

	Pending Approval, by System and Level						
	Non-degree		Degree				
System	Certificate	Minor	Associate	Bachelors	Master	Doctorate	Total
Technical College							
Community College							
TC/CC Joint							
State University				1			1
TC/SU Cooperative							
University of Minnesota							
Private College				4	2		6
Private Vocational							
Total				5	2		7

Source: Higher Education Coordinating Board

A new feature of the proposed policy is for the Board to sponsor an annual meeting of the public systems and private sector to promote inter-system discussion and planning of programs at the pre-proposal stage.

Program proposals should address these criteria. When there is disagreement, it is Board staff's burden to provide supporting evidence.

Status: During Fiscal Years 1989 and 1990, the Coordinating Board received 150 proposals for new programs, as shown in Table II.2. Of these, 142 were approved by the Board, seven are pending

Table II.4
Programs Reviewed by Discipline
Fiscal Years 1989 and 1990

Program Area	No. Granted Approval	U of M	State Univ.	Community College	Technical College	Private College	Private Trade/ Tech.	Cooperative w/TC[1]	Joint TC/CC
Agric./Nat. Resources	1				1				
Business/Management	11	1	3		1	4		1	1
Administrative Support	27				9			4	14
Marketing/Consumer Serv.	2				1		1		
Communications	4		1			2			1
Math/Info. Sciences	9		3		3	1		1	1
Education	13		2			11			
Engineering/Eng. Tech.	10	1	3				5		1
Allied Health/Health Sci.	20	1	2	2	5	5			5
Phy. Sciences	6	4	2						
Multi/Interdisc. Studies	10	6		1		3			
Soc. Sci./Psychology	14	1	4		1	8			
Mechanics/Repairer	9				1		5		3
Precision Production	9				5		3		1
Other	5				4	1			
Total	150	14	20	3	31	35	14	6	27

[1]Cooperative program involving a technical college and a state university or the University of Minnesota-Crookston

Source: Minnesota Higher Education Coordinating Board

consideration, and one was withdrawn by the proposing institution. This is the highest number of program proposals received by the Coordinating Board in a biennium. In addition, the Board was notified by post-secondary institutions of three program discontinuations.

The actions taken by the Coordinating Board during Fiscal Years 1989 and 1990 are further displayed in Table II.3. Of the 142 programs approved, 31 were proposed by technical colleges for diploma or associate degree programs, followed closely by 26 joint associate degree programs to be offered by a technical college and a community college. The number of programs approved for the technical colleges is almost double the number of programs approved in the previous biennium, while the number of joint degree programs remained identical to the previous biennium.

Private colleges had the next largest number of programs approved. The majority of the private college proposals were for master's level programs (14 of 27, compared to 3 of 15 in the previous biennium). Private vocational institutions had 14 programs approved, compared to 1 in the previous biennium. Community colleges had the least number of programs submitted and approved (3 of 142), which is the same number as in the previous biennium.

One program proposal was withdrawn from Board consideration. This was for an upper level program to be offered by a private college from outside Minnesota. No programs were disapproved by the Coordinating Board. Unfavorable action by the Coordinating Board is the exception rather than the rule for two reasons. First, an extensive review process at the institutional and system levels prevents some program proposals from reaching the Coordinating Board. Second, review by the Coordinating Board's Program Advisory Committee, as well as staff evaluations, exerts pressure on institutions to withdraw programs not meeting criteria before they reach the Board for action.

Most of the programs approved during Fiscal Years 1989 and 1990 were in the categories of administrative support, allied health/health sciences, and social sciences, as shown on

Table II.4. Many of the administrative support programs involved a redesign of existing diploma programs available through technical colleges to Associate in Applied Science programs. The program areas showing the largest change from Fiscal Years 1987 and 1988 are education (from 4 programs approved in FY 87 and 88 to 13 in FY 89 and 90), computer science/math (from 4 programs approved in FY 87 and 88 to 9 in FY 89 and 90), engineering and engineering technologies (from 4 in FY 87 and 88 to 10 in FY 89 and 90), and precision production (from 3 in FY 87 and 88 to 9 in FY 89 and 90).

The Higher Education Advisory Council in fall 1988 authorized a group of representatives from the post-secondary systems and sectors and the Higher Education Coordinating Board to discuss further program review issues and procedures. As a result, the Coordinating Board revised its policy and process concerning the review and approval of new programs. The Coordinating Board changed the definition of a new program to include one of the following three characteristics: courses are offered in a pattern or grouping identified as an area of study on a transcript; the grouping of courses will be marketed as career entry; or the grouping of courses will be marketed as a program in a discipline new to the institution. The old policy considered any grouping of 15 quarter credit hours a "new program." The legislative criteria to approve new programs did not change. Coordinating Board staff also are examining whether existing criteria for reviewing and approving new programs are applicable to non-traditional delivery methods. For example, how should the Board apply the "needless duplication" criterion to programs offered through video cassette or through interactive telecommunications.

Placement Tracking Systems

The 1989 Minnesota Legislature directed post-secondary institutions that offer occupational programs to develop placement tracking systems under the coordination of the Higher Education Coordinating Board.[40] Placement tracking involves the gathering of information on employment of students after they complete instructional programs.

Issue: The issue is to effectively provide information to students and prospective students that will help them assess prospects for employment of graduates in specific occupational programs and institutions.

Background: In addition to the 1989 mandate to the Coordinating Board, legislation directed many post-secondary systems and institutions in Minnesota to review or develop their own tracking systems.

Following enactment of the 1989 legislation, the federal government issued regulations requiring the reporting of data on completion and placement for sub-baccalaureate occupational programs. The regulations, which became effective on December 1, 1989, create a dilemma because the nature and quality of the required data are questionable. A separate reporting effort at the state level might produce more useful information, but it would be burdensome for institutions. Further, separate federal and state data might confuse users.

In response to the state legislation, the Coordinating Board prepared a report addressing the development and coordination of tracking systems in Minnesota.[41]

Overview: Many of Minnesota's post-secondary institutions or their governing boards maintain placement tracking systems. These efforts are diverse in purpose, definitions, procedures, and contents.

In response to the legislative directive, Coordinating Board staff presented a proposal for coordinated placement tracking in Minnesota. The proposal is specific yet subject to further consideration. Its main features include:

- focus on providing consumer information to students and prospective students;
- common definitions;
- determination of related placement by program graduates;
- uniform reporting format;
- consumer guidance;
- adaptation and expansion of current placement tracking efforts; and
- decentralized administration.

[40] *Laws of Minnesota for 1989*, Chapter 293, Section 8, Subdivision 8.

[41] Minnesota Higher Education Coordinating Board, *Report on Placement Tracking Systems with Coordinating Board Recommendations* (February 15, 1990).

Implementation of the proposal would require further attention to the specific contents of reports, procedures for collecting and reporting data, and costs.

Recommendations: Based on its review of the staff report, the Coordinating Board on February 15, 1990 recommended:

1. That the legislature endorse efforts of the state's post-secondary education community to modify federal reporting requirements.

2. That to assist in state efforts to respond to the federal regulations, the legislature direct the Coordinating Board to coordinate the development of procedures for Minnesota institutions to provide uniform data, within the context, where feasible, of the proposal in the Coordinating Board report.

3. That the legislature include all Minnesota institutions that offer sub-baccalaureate occupational programs in any statewide coordination of placement tracking systems.

4. That the legislature limit its directive for development of placement tracking systems to institutions eligible for state grant programs.

5. That the legislature revise statutes and the State Board of Vocational Technical Education revise its policies to remove reference to placement rates as a mandatory criterion for program evaluation.

Status: The 1990 Legislature expanded on the 1989 mandate by directing the public post-secondary systems, and private post-secondary colleges and occupational and technical institutions that enroll recipients of state grants to develop a consumer information system for occupational programs.

The system is to be based on student placement and include all subbaccalaureate occupational programs and all programs that lead to an occupation requiring certification, licensure, or testing for entry. The first phase of the system must include all subbaccalaureate occupational programs.

The Coordinating Board is to coordinate the development of the system and report on it to the legislature by February 15, 1991.[42]

The Coordinating Board has contracted with non-agency personnel for portions of this study, and established an advisory group to examine alternative approaches to collecting and displaying data. The major emphasis of the effort will be to provide consumers with meaningful and comparable information on which they can make enrollment decisions for the various institutions that offer programs of interest to them. Major items of consumer interest are the completion rate of students who enter a program of study, and the employment probability of program graduates. The advisory group, which represents the six systems of post-secondary education in Minnesota, is meeting four days each month, and will provide recommendations to the Coordinating Board in January 1991.

Additional federal legislation may affect this issue, and the requirements of institutions to collect and publish information. (See page 98.)

The legislature also adopted the Coordinating Board recommendation to revise the statutes to remove reference to placement rates as a mandatory criterion for program evaluation by the State Board of Vocational Technical Education.

Database Development

The Coordinating Board has continued its efforts to improve the quality, quantity, and accessibility of the information that it gathers on various aspects of post-secondary education.

Student Research Database: In spring 1988, the Board began an effort to develop its unit record data bases on students. The Board's 1988 database initiative had three parts: an audit of the Student Enrollment Record Data Base, an assessment of data needs, and an effort to improve access to the Board's student record databases. The goal is to improve the Board's capability to conduct research and analysis on students and to respond to inquiries from its constituencies. In conjunction with this effort, an informal Data Base Advisory Group was constituted by the

[42] *Laws of Minnesota for 1990*, Chapter 591, Article 6, Section 12.

Board. The Board developed a statement of essential questions it must be able to answer. Among these are:

- Who is gaining access to post-secondary education?
- Who is persisting?
- Who is completing post-secondary education?

Information collected annually for the Board's Student Enrollment Record Data Base has provided information to answer questions regarding access. Answers to questions on persistence require the integration of these annual data sets. Information on who is completing requires data on degrees and other awards conferred by post-secondary institutions to individual students rather than the aggregate data by field of study heretofore collected.
Based on an assessment of data needs, support developed for the creation of a new database for degrees and other awards conferred to students. Approval of the new database was obtained in May 1989 from the Higher Education Advisory Council. Work on the new database began in fall 1990.

Acquisition of two software packages, a statistical analysis and reporting package and a relational database management system, improved access to the Board's student data. Integration of data for relational database management system required the development of a logical design for a student research data base. With the help of a consultant, Board staff developed a logical design in 1989.

In fall 1990, the Board established the Data Advisory Committee to address issues related to the collection and reporting of data. The Board had recommended creation of this committee in September 1989 following review of efforts to develop student databases.

Financial Aid Data Base: The Board continued the development of its financial aid data base, begun in 1987-88. In spring 1989, the Board published the results of its effort to collect data on financial aid awarded to undergraduate students in Fiscal Year 1987. Data came from three sources — Coordinating Board records, institutional financial aid administrators, and U.S. Department of Education reports. In spring 1990 the Board published a second report on financial aid awarded in Fiscal Year 1989. This database was used for a review of the Design for Shared Responsibility policy in 1989-90.

Teacher Education Data Base: The Board is responsible for maintaining information on the characteristics of teacher education students.[43] Authorizing legislation was passed in 1985 following recommendations from the Coordinating Board, Board of Teaching, and Minnesota Association of Colleges for Teacher Education.

Information on teacher education students is provided by students and their Minnesota teacher education institutions. Applicants complete a form when they apply to enter the program. Institutions supply information on the applicants' admissions status and for admitted students, their exit status.
The databases are constructed so that records can be matched later with licensure files in the State Department of Education. Ultimately, it will be possible to track and compare the characteristics of people who apply to teacher education programs, are admitted, complete licensure requirements, become licensed in Minnesota, and teach in Minnesota public schools.

Annual summary reports have been published since 1988.

Interstate and International Planning

Minnesota successfully expanded interstate and international cooperative planning for higher education during the biennium. Minnesota became an affiliate member of the Western Interstate Commission for Higher Education (WICHE) and developed an agreement of cooperation with the Canadian province of Manitoba.

WICHE: Minnesota became an affiliate member of the Western Interstate Commission for Higher Education (WICHE) on July 1, 1990 following action by the 1990 Minnesota Legislature in appropriating $46,300 to the Board for membership fees.

[43] Minn. Stat. 136A.044

WICHE was established in 1953 by the Western Regional Education Compact, an interstate agreement among western states. Member states are Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. North Dakota and South Dakota are affiliate members. Minnesota pursued affiliate status in fall 1990 at the request of Governor Rudy Perpich.

Under the agreement, Minnesota is able to participate in all WICHE-sponsored programs and activities. Within the Professional and Graduate Student Exchange Program, Minnesota institutions will not participate in dentistry or veterinary medicine unless provided for in reciprocal agreements with Montana, North Dakota, and South Dakota.

Minnesota's reciprocal agreements with South Dakota and North Dakota will not be affected by Minnesota's participation in WICHE.

WICHE's activities include student exchange programs which provide students access to professional, graduate, and undergraduate programs on a reciprocal, reduced tuition basis; research and analysis of higher education issues; and special projects. The Western Cooperative for Educational Telecommunications, formed by WICHE in July 1989, facilitates regional sharing of programs, facilities, and expertise in educational telecommunications.

Effective with the 1990-91 school year, Minnesota students became eligible to participate in the Western Undergraduate Exchange. Under this program, students in participating states may enroll in designated two-year and four-year institutions and programs in other participating states at 150 percent of the institution's regular tuition rate — often a substantial reduction from the nonresident rates. Western Undergraduate Exchange states in 1990-91 are Alaska, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, and Wyoming.

In fall 1990, students from participating western states were eligible to enroll in selected programs in Minnesota's four public higher education systems.

The 1990 Minnesota Legislature approved legislation authorizing Minnesota's participation in a Midwestern Higher Education Compact. It will become effective when five states enact it into law; this must occur by December 31, 1990. Possible member states are Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

Manitoba: Governor Rudy Perpich and Premier Gary Filmon on September 19, 1989 signed an agreement containing several initiatives to improve and expand cooperation between Minnesota and Manitoba in education and research.

The agreement establishes a framework for achieving several priority cooperative arrangements, including reciprocal tuition, joint research projects, faculty exchanges, coursework exchanges, distance education opportunities, portability of financial aid, library sharing, and student exchanges at the junior high and high school levels.

The agreement builds on the cooperative agreements Minnesota has established with Manitoba. In November 1988 Premier Filmon and Governor Perpich signed the Minnesota-Manitoba agreement on Economic Cooperation and Trade Opportunities.

In January 1990, the heads of Minnesota's higher education systems met with Manitoba officials in Winnipeg to explore potential areas of cooperation.

Higher education officials from Minnesota and Manitoba discussed potential areas for cooperation in distance education at a symposium February 13, 1990 in Minneapolis.

The symposium was an outgrowth of the agreement on educational cooperation signed in September. The agreement called for an annual symposium to be held alternately in Minnesota and Manitoba. The February 13 symposium was the first in this series.

Speakers addressed issues, including state telecommunications planning; media; technology and distance education; and cooperative efforts in agricultural training; and environmental concerns.

The Coordinating Board in March 1990 adopted five recommendations that would lead to implementation of parts of the Minnesota-Manitoba Agreement on Education Cooperation.

First, the Coordinating Board voted to ratify the September agreement. Second, the Board voted to ask the boards of Minnesota's public post-secondary institutions to admit Manitoba residents without resident restrictions. Third, the Board voted to ask the governing boards of Minnesota's public post-secondary institutions to approve a tuition policy that permits Manitoba residents to pay in-state tuition. Fourth, the Board recommended portability of SELF loans for Minnesota residents accepted by Manitoba post-secondary institutions. Fifth, the Board agreed to explore with the legislature funding for the expansion of other state financial aid programs to Minnesota students enrolling in Manitoba post-secondary institutions.

The 1990 Legislature extended the Board's authorization to enter into reciprocity agreements to include the province of Manitoba, as well as other states. The legislature also amended the statute governing the SELF loan program to allow students to use SELF loans while attending an institution in Manitoba.

Federal-State Relations

Introduction: The United States Constitution relegates to the states primary responsibility for educating the citizenry. Nonetheless, federal education policies and appropriations greatly affect education in Minnesota, particularly post-secondary education.

The most notable federal influence occurs through post-secondary education programs administered by the U.S. Department of Education (ED). About two percent of federal funds flow to Minnesota through the state's post-secondary education students and institutions.

Background: Federal activities affecting post-secondary education have evolved since the adoption of the land grant commitments in the 1860s. For a more comprehensive discussion of the federal government's role, the reader is referred to previous Coordinating Board biennial reports to the governor and legislature.

Status: During the past two years, Congress took several actions that affect Minnesota higher education.

Budget: For Fiscal Year 1990 Congress appropriated $9.9 billion for student financial aid, as shown in Table II.5. The original appropriation was to be $10 billion, but it was reduced by $96.8 million under the Gramm Rudman sequestration law, which imposed across the board cuts of about 1.4 percent on all 1990 appropriations.

Of the $4.8 billion appropriated for the Pell Grant Program, $131 million went to fund a Fiscal Year 1989 shortfall. In February 1990, the Education Department ordered a reduced payment schedule for 1990-91 awards because of the sequestration. Also, Pell grants to less-than-half time students were discontinued as of January 1, 1990. Other Fiscal Year 1990 deficit reduction measures bar institutions with default rates above 30 percent from participation in the Supplemental Loans to Students (SLS) Program, require SLS loans not to be disbursed to first-year students until 30 days after the start of instruction; and limit SLS to $1,500 to students attending courses between 300 and 600 clock hours, or up to six months; $2,500 for courses up to 900 hours, and $4,000 for longer periods of enrollment.

Under the 1991 appropriations, federal support for student aid would increase by 13.4 percent to $11.2 billion. Ninety percent of the new money would go to the Pell Grant Program. However, Pell funding would continue to be denied to less than half-time students. The total Pell Grant appropriation is $5.4 billion, and the maximum award is to increase $100 to $2,400. Despite the $566 million increase over Fiscal Year 1990 Pell Grant funding, previous year Pell shortfalls would take up about $200 million, leaving $5.2 billion for new grants in 1991-92, thus raising questions whether the $2,400 award can be funded for the 1991-92 school year.

As shown in Table II.6, federal aid awarded to Minnesota undergraduates increased by 12.4 percent, from $286.2 million in Minnesota Fiscal Year 1987 to $321.6 million in Minnesota Fiscal Year 1989.

Pell Grant funding increased by 33 percent, from $78.3 million to $104 million, and the number of students increased from 59,816 to 79,884, or 33.5 percent. The significant increase between the two years resulted from changes in the methodology used to calculate grants.

Stafford Student Loan volume decreased from $151.2 million in 1987 to $143.8 million in 1989; however, volume in the SLS program rose from $3.6 million to $17.4 million, and volume in the Parents Loans for Undergraduate Students increased from $3.5 million to $6.9 million.

Between academic years 1980-81 and 1989-90 (estimated), federally supported aid awarded to post-secondary students increased by 42 percent, from $14.4 billion to $20.3 billion. Aid awarded under the major federal supported grant and loan programs (such as Pell and Guaranteed Student Loan) increased by 82 percent, from $10.4 billion to $18.9 billion (estimated). Meanwhile, specially directed aid (such as veterans, military, social security) declined by 64 percent, from $3.9 billion to $1.4 billion. In constant dollars, federally supported aid to students decreased by 3 percent, from $20.6 billion to $19.9 billion. Constant dollar awards under the major programs increased by 24 percent, from $14.9 billion to $18.5 billion (estimated). However, specially directed aid declined by 76 percent, from $5.7 billion to $1.4 billion, due primarily to the elimination of Social Security benefits for education.[44]

The College Board study found that in 1989-90, the federal government provided 73 percent of available student aid. States provided 6 percent, and institutions 21 percent. During the 1980s, the federal share decreased from 83 to 73 percent. Institutional aid grew from 12 to 21 percent, and state aid increased from 5 to 6 percent. Loan assistance grew much faster than grant aid during the 1980s. In recent years, however, the ratio of grant to loan assistance has become more stable. In 1988-89 and 1989-90, grants grew faster than loans. The College Board Study also indicates that federal aid failed to keep pace with inflation during the 1980s while state and institutional grants grew faster than the Consumer Price Index. The federal data reflect the end of Social Security student benefits and a sharp reduction in veterans benefits. If these special programs are excluded, real growth in federal assistance occurred during the period.

As part of the 1990 legislation to reduce the federal deficit by $500 billion, federal loan programs were targeted for reductions of $1.7 billion over the five years through Fiscal Year 1995. About $10 million would be cut in 1991.

The following reductions in student loans are contained in the legislation.

1. Beginning July 1, 1991, any institution with a cohort default rate in each of the last three fiscal years equal to or in excess of 35 percent in Fiscal Years 1991 and 1992, dropping to 30 percent in Fiscal Years 1993-95, will be dropped from the federal loan programs. The provision would not apply to historically black colleges or universities or to any tribally controlled community college.

An institution could appeal this cutoff to the Secretary of Education if the institution believed its default rate was inaccurate, or if the institution believed there were exceptional mitigating circumstances to make the cutoff of eligibility inequitable.

Loan default figures were first made public in 1989 with U.S. Department of Education regulations intended to improve the rate of repayment. The regulations said that institutions with default rates above 60 percent would be cut off from student aid programs in 1991, and that those above 40 percent would be eliminated if they did not decrease their rates by five percentage points a year.

In 1989 Congress voted to help reduce the federal deficit by cutting off institutions with

[44] The College Board, *Trends in Student Aid, 1980 to 1990* (September (1990). Federally supported programs generally available include the Pell Grant, Supplemental Educational Opportunity Grant, Student Incentive Grant, College Work-Study, Perkins Loan, Income Contingent Loan, Guaranteed Student Loan, Supplemental Loans for Students, and Parent Loans for Undergraduate Students programs. Specially directed aid includes social security, veterans, military assistance, and various other grant and loan programs.

Table II.5
Appropriations in Current and Constant Dollars for Generally Available Federal Aid Programs for Fiscal Years 1983 to 1991 (in Millions)

Program	Current Dollars								
	1983	1984	1985	1986	1987	1988	1989	1990	1991
Pell Grant	2,419	2,800	3,862	3,580	4,187	4,260	4,484	4,805	5,370
SEOG	355	375	413	395	413	408	438	457	520
SSIG	60	76	76	73	76	73	72	59	64
CWS	590	555	593	567	593	588	610	602	595
Perkins Loan (NDSL)	193	181	217	209	210	211	205	135	156
Income Contingent Loan					5	4	5	10	5
GSL, PLUS, and SLS	3,100	2,254	3,798	3,266	2,717	2,565	4,067	3,826	4,539
Total	6,717	6,241	8,959	8,090	8,201	8,109	9,881	9,894	11,249

Program	Constant 1983 Dollars								
	1983	1984	1985	1986	1987	1988	1989	1990	1991
Pell Grant	2,419	2,700	3,586	3,228	3,761	3,810	3,631	3,702	3,925
SEOG	355	362	383	356	371	365	355	352	380
SSIG	60	73	71	66	68	65	58	45	47
CWS	590	535	551	511	533	526	494	464	435
Perkins Loan (NDSL)	193	175	201	188	189	189	166	104	114
Income Contingent Loan					4	4	4	8	4
GSL, PLUS, and SLS	3,100	2,174	3,526	2,945	2,440	2,294	3,293	2,948	3,318
Total	6,717	6,018	8,318	7,295	7,366	7,253	8,001	7,622	8,223

NOTES:

The Pell Grant appropriation for 1987 includes a $287 million supplemental appropriation that was used largely to offset a shortfall that had accumulated in previous years.

GSL appropriations do not reflect loans made but only federal expenses for interest subsidies and default payments. All "generally available aid" programs (except GSL) are 'forward funded' — meaning that appropriations for a given fiscal year are intended for use by students during the following academic year; and appropriations for Perkins Loans include federal capital contributions and teacher cancellations.

Constant dollar computations based on the Consumer Price Index (CPI), 1983 = 100. The CPI for Fiscal Year 1990 assumed to be 5.1 percent and for Fiscal Year 1991 assumed to be 5.4 percent.

Pell: Pell Grant
SEOG: Supplemental Educational Opportunity Grant
CWS: College Work Study
SSIG: State Student Incentive Grants
Perkins: Perkins Direct Loans
GSL, PLUS, and SLS: Guaranteed Student Loan, Parent Loans for Undergraduate Students, and Supplemental Loans for Students.

Source: The College Board, *Trends in Student Aid 1980 to 1990* (September 1990)

default rates above 30 percent for the SLS program.

Also, under the 1990 deficit-cutting legislation, institutions would have the authority to deny or reduce the amount of a student's loan if, on an individual basis, it was determined that the portion of a student's expenses to be covered by the loan could be met more appropriately by either the institution or directly by the student.

2. For periods of enrollment beginning on or after January 1, 1991, a delayed disbursement of 30 days will be required for all first-year, first-time undergraduate student borrowers in the federal loan programs.

3. For periods of enrollment beginning on or after January 1, 1991, all ability-to-benefit borrowers will have to pass an independently administered test approved by the Secretary of Education.

4. Upon enactment, current limitations on SLS loans for short term programs will be extended as will limitations on SLS loan program eligibility for borrowers attending schools with a calculated default rate above 30 percent.

5. Upon enactment, the Bankruptcy code will be amended so that accreditation cannot be claimed as a "property right" by an institution, thus prohibiting a bankrupt school to remain eligible to participate in the student loan programs.

6. Upon enactment, the Bankruptcy code will be amended to tighten the laws as they relate to student borrowers.

7. Supplemental pre-claims assistance will be mandated on all delinquent loans, and guaranty agencies will be reimbursed at $50 per successful claim rather than the current system.

Congress approved legislation reauthorizing the Carl D. Perkins Vocational/Applied Technology Education Act for five years starting July 1, 1991. The law contains a high tech emphasis and begins a $125 million program to foster technical preparation projects linking the last two years of secondary vocational education training with the first two years of a post-secondary program for an associate degree.

Congress approved a three-year $284 million national service bill that would provide higher education institutions with money to use in promoting community service. Of the $62 million authorized for Fiscal Year 1991, the bill sets aside $16.8 million for grants to schools, higher education institutions, and adult and community service projects. The grants would be administered by a new 21-member National Service Commission to be appointed by the President. Thirty percent of program funds are to be targeted to new programs focusing on economically and educationally disadvantaged groups. Up to eight states could apply to participate in a program that offers students $5,000 worth of educational benefits for each full-time year of volunteer service. Participating states must provide half the money for the volunteers. The law does not include provisions that would have allowed students to defer or reduce payments on their student loans if they worked in community service jobs after graduation. Also omitted was a proposal that would have increased the amount of College Work Study money available to students employed in community service jobs.

Another significant bill passed was the Americans for Disabilities Act. Under the bill, schools, colleges, and other employers would have to examine job requirements and offer disabled workers accommodations that would enable them to perform their duties, which could include altering schedules, or hiring readers and interpreters.

Congress passed a measure that would require colleges and universities receiving federal funds to report both the graduation rates of their athletes and the number of crimes committed on their campuses. Colleges must collect and begin to disclose data on graduation rates of all certificate or degree-seeking full-time students from July 1, 1992 through June 30, 1993. Students may be counted as graduates if they complete their education within three years at a community college or six years at a baccalaureate institution. The legislation would require the Education Department to study the usefulness and feasibility of compiling figures on (1) graduation rates broken down by academic discipline and (2) job placement and job certification rates for students, and (3) revenue from and spending on athletic programs. The Secretary of Education is to report to Congress by August 1, 1991.

Table II.6
Federal Aid Awarded to Undergraduates in Minnesota Institutions Fiscal Years 1987 and 1989

Program	Fiscal Year 1987 Amount	Number of Students	Fiscal Year 1989 Amount	Number of Students
Pell Grants	$ 78,315,191	59,816	$103,977,393	79,884
SEOG Awards	10,552,232	15,157	10,977,587	16,134
Federal Agency Grants	2,825,121		3,865,017	
Perkins Loans	18,638,801	17,708	19,254,843	14,806
PLUS Loans	3,546,252	1,463	6,914,423	2,417
Supplemental Loans to Students	3,597,133	1,485	17,439,755	6,937
Federal Agency Loans	358,817		750,344	
Stafford Student Loans	151,209,743	74,463	143,781,719	74,618
College Work-Study Program	15,349,283	19,124	14,667,391	17,949
Stafford Loans, Supplemental Loans to Students, and PLUS Loans Reported Together	1,846,010	765	26,647	10
Totals	$286,238,583		$321,655,119	

Source: Minnesota Higher Education Coordinating Board

The law also alters/suspends Education Department rules, established in 1989, that require all post-secondary schools with vocational tracks to report job placement, graduation, and licensing rates of all students to be eligible for the Stafford Student Loan Program. The rules, opposed by the Minnesota higher education community, were instituted to reduce student loan defaults.

The 1990 tax bill extended a tax break on employer-provided tuition benefits in which the benefits do not have to be counted as income; graduate students are allowed to take advantage of the break, unavailable to them in recent years. Congress retained a long-standing rule that exempts students working for the schools or colleges they attend from Social Security taxes. The Bush Administration had proposed to subject students and colleges to Social Security taxes. The tax credit for research and development expenditures also was extended for 15 months, through December 31, 1991.

Before adjourning, Congress failed to pass a measure that contained the Bush Administration's education initiatives. They would have provided reward for good teachers and good schools, increased aid to historically black colleges, and established a scholarship program for undergraduates studying math or science.

This section reviews the state financial aid and nonfinancial aid programs administered by the Coordinating Board. The focus is on describing changes in the program the past two years and summarizing the status of activity in them. Additional background appears in previous biennial reports to the governor and legislature.

Financial Aid

Introduction

The Coordinating Board administers 15 student financial aid programs which have been created to help students pursue the post-secondary education that can best meet their needs. Combined with aid from federal, institutional, and private sources, the programs provide a comprehensive package of assistance for students in public and private institutions.

More than 68,000 students received approximately $100 million in state assistance from these grant and loan programs in Fiscal Year 1990.

This section summarizes activity in the programs during Fiscal Years 1990 and 1991. Additional background is provided in previous biennial reports to the governor and legislature.

Following are summaries of the state financial aid programs.

State Grant Program

Objective: To provide financial assistance for students with need and to encourage their post-secondary educational development at the Minnesota institutions of their choice.

Statutory Authority: *Minn. Stat.* 136A. 101, 136A.121, 136A.131 (1990).

Background: The State Scholarship Program was authorized in 1967, and the Grant Program was authorized in 1969. These programs have formed the foundation for Minnesota's comprehensive financial aid effort. Changes in the programs together with increased funding have made the programs increasingly comprehensive.

The term "scholarships," however, was eliminated beginning in Fiscal Year 1991 because in practice the programs had been treating all applicants as "grant" recipients.

The 1989 Legislature approved the following additional program changes:

- placement in statute of the Board's residency rule for financial aid with an amendment to the definition to include a person with a GED in Minnesota after residing here for one year;
- requirement that a qualified applicant for a grant not be in default of any state or federal education loan;
- requirement that a recipient of a grant reimburse the Board for an overpayment of an award.

The Board was directed by February 15, 1990 to report to the legislature on implementation of procedures to recover overpayment of state scholarship and grant awards.

A report was submitted to the 1990 Legislature describing overpayments for the 1988-89 academic year, including the reason for overpayment; the manner in which it was discovered; the amount; the recovery plan used by the Board; whether the case reached court; and the disposition, including the amount of overpayment recovered and the amount of time elapsed from the time the overpayment was discovered to the time a repayment plan was reached.[1]

The Board reported to the legislature that the number of students billed because of overpayments for 1988-89 totaled 478, for a total of $219,246. Fifty-three percent, or 255 billings, were resolved either by the institution refunding the overpayment amount or the applicant furnishing additional information which negated the overpayment. Board staff were pursuing recovery of overpayments from 223 students whose overpayments totaled $86,005. As of October, 1990, the Board had recovered $49,936 of the overpayment. One hundred thirty four students had repaid the overpayment completely.

Program Operation: The Board continued to make progress in expanding use of decentralized delivery, which divides the functions and responsibilities for delivery of state grants between the Coordinating Board and the participating post-secondary institutions.

Under decentralized delivery, the post-secondary institutions maintain contact with students and parents, verify information submitted by the student and parents on the program application, calculate the state award with policies established by the HECB and notify the student of the award, pay the award to students, process changes to the award and payment data, and send detailed reports to the Board, periodically, for entry into the central data base.

[1]Minnesota Higher Education Coordinating Board, *Procedures to Recover Overpayment of State Scholarship and Grant Awards* (December 4, 1989 and February 1990 update).

Table III.1
Overview of State Scholarship and Grant Program Fiscal Years 1987-90 and Projections for Fiscal Years 1991-93

	Actual Fiscal Years				Projected Fiscal Years		
	1987	1988	1989	1990	1991	1992	1993
Appropriations:							
Carryover	$ 7.1	$ .2	$ .2	$ 0	$ 1.0	$ 0	$ 0
Federal SSIG	1.4	1.5	1.4	1.4	1.1	1.1	1.1
State	56.3	64.2	61.2	55.0	73.3	101.0	113.9
Total	64.8	65.7	62.8	56.4	75.4	102.1	115.0
Awards	84.2	82.3	71.2	70.1	85.6	112.1	125.0
Refunds	(20.5)	(16.8)	(15.3)	(14.7)	(13.6)	(10.0)	(10.0)
Net Awards	63.7	65.5	55.9	55.4	72.0	102.1	115.0
Turnback/Carryover	$ 1.1	$ .2	$ 6.9	$ 1.0	$ 3.4	$ 0	$ 0
Applications							
Student Pool	144,514	149,446	152,444	156,695	157,872		
Applicants	125,773	127,697	128,075	130,679	133,293		
% of Pool	87%	85.4%	84%	83.3%	84.4%		
Awards Offered	65,434	65,977	51,547	46,523	58,531		
% of Pool	45%	44%	33.8%	29.6%	37.7%		
% of Applicants	52%	52%	40.2%	35.6%	43.9%		
Average Award Size	1,067	1,079	1,076	1,175	1,215		

Source: Minnesota Higher Education Coordinating Board

The Coordinating Board coordinates and determines program policy and control, maintains a central data base for policy development and control, and maintains the audit and compliance function. Thus, decentralized delivery balances the objectives of providing efficient, timely service to students with the need for the Board to ensure sound management and accountability.

During the biennium, the State University System financial aid administrators, who had participated in a pilot of the system, completed an evaluation. They concluded that their major consideration, improved service to students and the delivery of accurate awards, had been accomplished. The delivery of state funds has substantially improved under the decentralized delivery. The aid directors noted that a greater share of the cost of delivering grant funds had been shifted from the Coordinating Board to the school. The negative aspects of the project in many respects were directly related to the level of data processing sophistication needed to fulfill the statutory guidelines governing the program. However, the financial aid administrators felt that the advantages of the new system substantially outweigh the disadvantages.

Board staff have continued to work with financial aid administrators and others as they consider the decentralized delivery. Board staff have consulted with the post-secondary systems on issues of procedure and technology. The Board's financial aid staff set up a special section to serve decentralized delivery institutions.

Twelve post-secondary institutions joined the decentralized delivery system in the 1990-91 academic year. Included were two community colleges, one technical college, five private four-year colleges, and four private career schools. These were in addition to the

Table III.2
Combined State Scholarship and Grant and Pell Awards by Family Income Level Fiscal Years 1989 and 1990

Income Distribution	Fiscal Year 1989					Fiscal Year 1990				
	Recipients	Percent	Awards	Percent	Average	Recipients	Percent	Awards	Percent	Average
All Students										
$ 0- 4,999	8,119	15.8	$ 20,674,634	19.6	$2,546	6,476	13.9	$16,993,040	17.4	$2,624
5,000- 9,999	5,465	10.6	12,877,447	12.2	2,356	3,988	8.6	10,315,450	10.5	2,587
10,000-14,999	6,949	13.5	15,133,626	14.4	2,178	5,494	11.8	12,950,787	13.2	2,357
15,000-19,999	7,184	13.9	15,701,488	14.9	2,186	6,594	14.2	14,990,937	15.3	2,273
20,000-24,999	6,751	13.1	13,869,885	13.2	2,054	6,519	14.0	13,504,183	13.8	2,072
25,000-29,999	5,889	11.4	10,717,234	10.2	1,820	5,746	12.4	10,558,360	10.8	1,838
30,000-34,999	4,661	9.0	7,421,961	7.0	1,592	4,514	9.7	7,473,734	7.6	1,656
35,000-39,999	3,046	5.9	4,504,239	4.3	1,479	3,040	6.5	4,920,148	5.0	1,618
40,000-44,999	1,732	3.4	2,374,727	2.3	1,371	1,863	4.0	2,920,837	3.0	1,568
45,000 and up	1,751	3.4	2,112,944	2.0	1,207	2,289	4.9	3,279,523	3.4	1,433
Total	51,547	100.0	$105,388,185	100.0	$2,045	46,523	100.0	$97,906,999	100.0	$2,104
Dependent Students										
$ 0- 4,999	3,447	10.0	$ 8,638,629	12.7	$2,506	3,433	10.0	$ 9,016,923	12.4	$2,627
5,000- 9,999	2,730	7.9	6,642,117	9.7	2,433	2,389	7.0	6,300,491	8.7	2,637
10,000-14,999	3,935	11.4	9,294,486	13.6	2,362	3,645	10.6	9,174,986	12.6	2,517
15,000-19,999	4,858	14.1	11,010,284	16.1	2,266	4,742	13.8	11,450,102	15.7	2,415
20,000-24,999	5,050	14.6	10,420,515	15.3	2,063	4,877	14.2	10,744,581	14.8	2,203
25,000-29,999	4,710	13.7	8,434,102	12.4	1,791	4,606	13.4	8,952,263	12.3	1,944
30,000-34,999	3,896	11.3	6,047,656	8.9	1,552	3,884	11.3	6,647,454	9.1	1,711
35,000-39,999	2,652	7.7	3,772,443	5.5	1,422	2,773	8.1	4,562,456	6.3	1,645
40,000-44,999	1,579	4.6	2,103,601	3.1	1,332	1,757	5.1	2,775,748	3.8	1,568
45,000 and up	1,621	4.7	1,865,600	2.7	1,151	2,173	6.3	3,112,245	4.3	1,432
Total	34,478	100.0	$ 68,229,433	100.0	$1,979	34,279	100.0	$72,716,247	100.0	$2,121
Independent Students										
$ 0- 4,999	4,672	27.4	$ 12,036,005	32.4	$2,567	3,043	24.9	$ 7,976,117	31.7	$2,621
5,000- 9,999	2,735	16.0	6,235,330	16.8	2,280	1,599	13.1	4,014,958	15.9	2,511
10,000-14,999	3,014	17.7	5,839,140	15.7	1,937	1,849	15.1	3,775,801	15.0	2,042
15,000-19,999	2,326	13.6	4,691,204	12.6	2,017	1,852	15.1	3,540,834	14.1	1,912
20,000-24,999	1,701	10.0	3,449,370	9.3	2,028	1,642	13.4	2,759,603	11.0	1,681
25,000-29,999	1,179	6.9	2,283,132	6.1	1,936	1,140	9.3	1,606,098	6.4	1,409
30,000-34,999	765	4.5	1,374,305	3.7	1,796	630	5.1	826,280	3.3	1,312
35,000-39,999	394	2.3	731,796	2.0	1,857	267	2.2	357,692	1.4	1,340
40,000-44,999	153	0.9	271,126	0.7	1,772	106	0.9	165,090	0.7	1,557
45,000 and up	130	0.8	247,344	0.7	1,903	116	1.0	168,278	0.6	1,451
Total	17,069	100.0	$ 37,158,752	100.0	$2,177	12,244	100.0	$25,190,751	100.0	$2,057

Source: Minnesota Higher Education Coordinating Board

original six state universities. Discussions continue with others regarding possible participation.

Efforts to communicate information about financial aid were increased. Each year 135,000 copies of *Focus on Financial Aid*, the Board's tabloid, are distributed to high schools, post-secondary education institutions, social service agencies, and other locations.

On November 11, 1989, the Board, in cooperation with the Minnesota Association of Financial Aid Administrators and ACT, broadcast the first teleconference for high school counselors live from St. Paul and 22 technical college campuses.

Table III.3
State Scholarship and Grant Awards by Family Income Level Fiscal Years 1989 and 1990

Income Distribution	Fiscal Year 1989					Fiscal Year 1990				
	Recipients	Percent	Awards	Percent	Average	Recipients	Percent	Awards	Percent	Average
All Students										
$ 0- 4,999	8,119	15.8	$ 5,869,029	10.6	$ 723	6,476	13.9	$ 5,924,645	10.8	$ 915
5,000- 9,999	5,465	10.6	4,856,941	8.8	889	3,988	8.6	4,165,965	7.6	1,045
10,000-14,999	6,949	13.5	7,281,663	13.1	1,048	5,494	11.8	6,267,745	11.5	1,141
15,000-19,999	7,184	13.9	8,367,874	15.1	1,165	6,594	14.2	8,183,147	15.0	1,241
20,000-24,999	6,751	13.1	8,339,755	15.0	1,235	6,519	14.0	8,141,655	14.9	1,249
25,000-29,999	5,889	11.4	7,279,770	13.1	1,236	5,746	12.4	6,997,314	12.8	1,218
30,000-34,999	4,661	9.0	5,736,137	10.3	1,231	4,514	9.7	5,494,167	10.1	1,217
35,000-39,999	3,046	5.9	3,705,226	6.7	1,216	3,040	6.5	4,019,034	7.4	1,322
40,000-44,999	1,732	3.4	2,080,197	3.7	1,201	1,863	4.0	2,491,312	4.6	1,337
45,000 and up	1,751	3.4	1,970,718	3.6	1,125	2,289	4.9	2,975,174	5.5	1,300
Total	51,547	100.0	$55,487,310	100.0	$1,076	46,523	100.0	$54,660,157	100.0	$1,175
Dependent Students										
$ 0- 4,999	3,447	10.0	$ 2,740,876	6.9	$ 795	3,433	10.0	$ 3,142,483	7.2	$ 915
5,000- 9,999	2,730	7.9	2,661,824	6.7	975	2,389	7.0	2,689,642	6.2	1,126
10,000-14,999	3,935	11.4	4,444,863	11.1	1,130	3,645	10.6	4,605,301	10.5	1,263
15,000-19,999	4,858	14.1	6,195,374	15.5	1,275	4,742	13.8	6,538,115	15.0	1,379
20,000-24,999	5,050	14.6	6,627,854	16.6	1,312	4,877	14.2	6,732,342	15.4	1,380
25,000-29,999	4,710	13.7	5,913,986	14.8	1,256	4,606	13.4	6,120,208	14.0	1,329
30,000-34,999	3,896	11.3	4,684,915	11.7	1,202	3,884	11.3	4,923,993	11.3	1,268
35,000-39,999	2,652	7.7	3,078,716	7.7	1,161	2,773	8.1	3,735,817	8.6	1,347
40,000-44,999	1,579	4.6	1,835,621	4.6	1,163	1,757	5.4	2,363,337	5.4	1,345
45,000 and up	1,621	4.7	1,748,149	4.4	1,078	2,173	6.3	2,841,625	6.5	1,308
Total	34,478	100.0	$39,932,178	100.0	$1,158	34,279	100.0	$43,692,863	100.0	$1,275
Independent Students										
$ 0- 4,999	4,672	27.4	$ 3,128,153	20.1	$ 670	3,043	24.9	$ 2,782,162	25.4	$ 914
5,000- 9,999	2,735	16.0	2,195,117	14.1	803	1,599	13.1	1,476,323	13.5	923
10,000-14,999	3,014	17.7	2,836,800	18.2	941	1,849	15.1	1,662,444	15.2	899
15,000-19,999	2,326	13.6	2,172,500	14.0	934	1,852	15.1	1,645,032	15.0	888
20,000-24,999	1,701	10.0	1,711,901	11.0	1,006	1,642	13.4	1,409,313	12.9	858
25,000-29,999	1,179	6.9	1,365,784	8.8	1,158	1,140	9.3	877,106	8.0	769
30,000-34,999	765	4.5	1,051,222	6.8	1,374	630	5.1	570,174	5.2	905
35,000-39,999	394	2.3	626,510	4.0	1,590	267	2.2	283,217	2.6	1,061
40,000-44,999	153	0.9	244,576	1.6	1,599	106	0.9	127,975	1.2	1,207
45,000 and up	130	0.8	222,569	1.4	1,712	116	1.0	133,549	1.2	1,151
Total	17,069	100.0	$15,555,132	100.0	$ 911	12,244	100.0	$10,967,295	100.0	$ 896

Source: Minnesota Higher Education Coordinating Board

Table III.4
Combined State Scholarship and Grant and Pell Awards by Educational System Fiscal Years 1989 and 1990

	Fiscal Year 1989				
	Recipients	Percent	Awards	Percent	Average
All Students					
Technical College System	7,239	14.0	$ 11,979,323	11.4	$1,655
Community College System	6,277	12.2	9,816,481	9.3	1,564
State University System	12,620	24.5	23,422,273	22.2	1,856
University of Minnesota	8,806	17.1	17,822,191	16.9	2,024
Private Four-Year	11,395	22.1	30,602,113	29.0	2,686
Private Two-Year	5,210	10.1	11,745,803	11.1	2,254
Total	51,547	100.0	$105,388,185	100.0	$2,045
Dependent Students					
Technical College System	4,062	11.8	$ 6,405,755	9.4	$1,577
Community College System	3,780	11.0	5,558,716	8.1	1,471
State University System	9,145	26.5	16,059,536	23.5	1,756
University of Minnesota	6,358	18.4	12,247,297	18.0	1,926
Private Four-Year	8,944	25.9	23,490,003	34.4	2,626
Private Two-Year	2,189	6.3	4,468,126	6.5	2,041
Total	34,478	100.0	$ 68,229,433	100.0	$1,979
Independent Students					
Technical College System	3,177	18.6	$ 5,573,568	15.0	$1,754
Community College System	2,497	14.6	4,257,765	11.5	1,705
State University System	3,475	20.4	7,362,737	19.8	2,119
University of Minnesota	2,448	14.3	5,574,894	15.0	2,277
Private Four-Year	2,451	14.4	7,112,111	19.1	2,902
Private Two-Year	3,021	17.7	7,277,677	19.6	2,409
Total	17,069	100.0	$ 37,158,758	100.0	$2,177
	Fiscal Year 1990				
All Students					
Technical College System	6,173	13.3	$ 9,335,618	9.5	$1,512
Community College System	5,155	11.1	6,981,478	7.1	1,354
State University System	10,884	23.4	18,564,924	19.0	1,706
University of Minnesota	7,694	16.5	14,909,369	15.2	1,938
Private Four-Year	11,983	25.8	38,577,634	39.4	3,219
Private Two-Year	4,634	10.0	9,537,975	9.7	2,058
Total	46,523	100.0	$ 97,906,998	100.0	$2,104
Dependent Students					
Technical College System	4,127	12.0	$ 6,384,369	8.8	$1,547
Community College System	3,714	10.8	5,109,119	7.0	1,376
State University System	8,949	26.1	15,275,143	21.0	1,707
University of Minnesota	6,144	17.9	11,758,597	16.2	1,914
Private Four-Year	9,313	27.2	29,990,669	41.2	3,220
Private Two-Year	2,032	5.9	4,198,350	5.8	2,066
Total	34,279	100.0	$ 72,716,247	100.0	$2,121
Independent Students					
Technical College System	2,046	16.7	$ 2,951,249	11.7	$1,442
Community College System	1,441	11.8	1,872,359	7.4	1,299
State University System	1,935	15.8	3,289,781	13.1	1,700
University of Minnesota	1,550	12.7	3,150,772	12.5	2,033
Private Four-Year	2,670	21.8	8,586,965	34.1	3,216
Private Two-Year	2,602	21.3	5,339,624	21.2	2,052
Total	12,244	100.0	$ 25,190,751	100.0	$2,057

Source: Minnesota Higher Education Coordinating Board

Table III.5
State Scholarship and Grant Awards by Educational System Fiscal Years 1989 and 1990

	Recipients	Percent	Awards	Percent	Average
	Fiscal Year 1989				
All Students					
Technical College System	7,239	14.0	$ 5,002,548	9.0	$ 691
Community College System	6,277	12.2	3,994,718	7.2	636
State University System	12,620	24.5	7,951,682	14.3	630
University of Minnesota	8,806	17.1	7,982,805	14.4	907
Private Four-Year	11,395	22.1	24,780,487	44.7	2,175
Private Two-Year	5,210	10.1	5,775,070	10.4	1,108
Total	51,547	100.0	$55,487,309	100.0	$1,076
Dependent Students					
Technical College System	4,062	11.8	$ 2,665,233	6.7	$ 656
Community College System	3,780	11.0	2,334,043	5.8	617
State University System	9,145	26.5	6,130,166	15.4	670
University of Minnesota	6,358	18.4	6,093,475	15.3	958
Private Four-Year	8,944	25.9	19,914,369	49.9	2,227
Private Two-Year	2,189	6.3	2,794,892	7.0	1,277
Total	34,478	100.0	$39,932,178	100.0	$1,158
Independent Students					
Technical College System	3,177	18.6	$ 2,337,315	15.0	$ 736
Community College System	2,497	14.6	1,660,675	10.7	665
State University System	3,475	20.4	1,821,516	11.7	524
University of Minnesota	2,448	14.3	1,889,330	12.1	772
Private Four-Year	2,451	14.4	4,866,118	31.3	1,985
Private Two-Year	3,021	17.7	2,980,178	19.2	986
Total	17,069	100.0	$15,555,132	100.0	$ 911
	Fiscal Year 1990				
All Students					
Technical College System	6,173	13.3	$ 3,651,588	6.7	$ 592
Community College System	5,155	11.1	2,828,490	5.2	549
State University System	10,884	23.4	6,893,989	12.6	633
University of Minnesota	7,694	16.5	7,103,207	13.0	923
Private Four-Year	11,983	25.8	29,155,903	53.3	2,433
Private Two-Year	4,634	10.0	5,026,981	9.2	1,085
Total	46,523	100.0	$54,660,158	100.0	$1,175
Dependent Students					
Technical College System	4,127	12.0	$ 2,746,449	6.3	$ 665
Community College System	3,714	10.8	2,258,503	5.2	608
State University System	8,949	26.1	6,049,455	13.8	676
University of Minnesota	6,144	17.9	6,060,443	13.9	986
Private Four-Year	9,313	27.2	23,821,421	54.5	2,558
Private Two-Year	2,032	5.9	2,756,592	6.3	1,357
Total	34,279	100.0	$43,692,863	100.0	$1,275
Independent Students					
Technical College System	2,046	16.7	$ 905,139	8.3	$ 442
Community College System	1,441	11.8	569,987	5.2	396
State University System	1,935	15.8	844,534	7.7	436
University of Minnesota	1,550	12.7	1,042,764	9.5	673
Private Four-Year	2,670	21.8	5,334,482	48.6	1,998
Private Two-Year	2,602	21.3	2,270,389	20.7	873
Total	12,244	100.0	$10,967,295	100.0	$ 896

Source: Minnesota Higher Education Coordinating Board

Table III.6
Combined State Grant and Pell Grant Awards by Educational System Attended by Family Income Level Fiscal Year 1990

All Recipients Attending Technical Colleges

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	631	10.2	$1,155,790	12.4	$1,832
$ 5,000 to $ 9,999	446	7.2	811,991	8.7	1,821
$10,000 to $14,999	935	15.1	1,669,737	17.9	1,786
$15,000 to $19,999	1,203	19.5	2,064,956	22.1	1,717
$20,000 to $24,999	1,154	18.7	1,754,685	18.8	1,521
$25,000 to $29,999	901	14.6	1,082,332	11.6	1,201
$30,000 to $34,999	550	8.9	534,628	5.7	972
$35,000 to $39,999	235	3.8	178,826	1.9	761
$40,000 to $44,999	84	1.4	55,912	0.6	666
$45,000 to $49,999	18	0.3	13,560	0.1	753
$50,000 and over	16	0.3	13,202	0.1	825
Total	6,173	100.0	$9,335,618	100.0	$1,512

Dependent Students Attending Technical Colleges

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	463	11.2	$ 877,259	13.7	$1,895
$ 5,000 to $ 9,999	332	8.0	620,262	9.7	1,868
$10,000 to $14,999	602	14.6	1,113,617	17.4	1,850
$15,000 to $19,999	689	16.7	1,233,966	19.3	1,791
$20,000 to $24,999	714	17.3	1,140,546	17.9	1,597
$25,000 to $29,999	612	14.8	760,414	11.9	1,243
$30,000 to $34,999	424	10.3	425,255	6.7	1,003
$35,000 to $39,999	198	4.8	151,752	2.4	766
$40,000 to $44,999	70	1.7	42,511	0.7	607
$45,000 to $49,999					
$50,000 and over					
Total	4,127	100.0	$6,384,369	100.0	$1,547

Independent Students Attending Technical Colleges

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	168	8.2	$ 278,530	9.4	$1,658
$ 5,000 to $ 9,999	114	5.6	191,728	6.5	1,682
$10,000 to $14,999	333	16.3	556,120	18.8	1,670
$15,000 to $19,999	514	25.1	830,991	28.2	1,617
$20,000 to 24,999	440	21.5	614,140	20.8	1,396
$25,000 to $29,999	289	14.1	321,918	10.9	1,114
$30,000 to $34,999	126	6.2	109,373	3.7	868
$35,000 to $39,999	37	1.8	27,074	0.9	732
$40,000 to $44,999	14	0.7	13,400	0.5	957
$45,000 to $49,999					
$50,000 and over					
Total	2,046	100.0	$2,951,249	100.0	$1,442

continued

Table III.6 (continued)
Combined State Grant and Pell Grant Awards by Educational System Attended by Family Income Level Fiscal Year 1990

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
All Recipients Attending Community Colleges					
Less than $5,000	482	9.4	$ 824,094	11.8	$1,710
$ 5,000 to $ 9,999	335	6.5	565,382	8.1	1,688
$10,000 to $14,999	711	13.8	1,166,817	16.7	1,641
$15,000 to $19,999	988	19.2	1,504,872	21.6	1,523
$20,000 to $24,999	978	19.0	1,303,758	18.7	1,333
$25,000 to $29,999	781	15.2	868,939	12.4	1,113
$30,000 to $34,999	517	10.0	458,017	6.6	886
$35,000 to $39,999	221	4.3	181,375	2.6	821
$40,000 to $44,999	88	1.7	63,732	0.9	724
$45,000 to $49,999	34	0.7	23,895	0.3	703
$50,000 and over	20	0.4	20,597	0.3	1,030
Total	5,155	100.0	$6,981,478	100.0	$1,354
Dependent Students Attending Community Colleges					
Less than $5,000	410	11.0	$ 711,180	13.9	$1,735
$ 5,000 to $ 9,999	252	6.8	436,621	8.5	1,733
$10,000 to $14,999	471	12.7	788,102	15.4	1,673
$15,000 to $19,999	644	17.3	1,017,909	19.9	1,581
$20,000 to $24,999	647	17.4	885,057	17.3	1,368
$25,000 to $29,999	555	14.9	640,921	12.5	1,155
$30,000 to $34,999	422	11.4	385,130	7.5	913
$35,000 to $39,999	185	5.0	150,370	2.9	813
$40,000 to $44,999					
$45,000 to $49,999					
$50,000 and over					
Total	3,714	100.0	$5,109,119	100.0	$1,376
Independent Students Attending Community Colleges					
Less than $5,000	72	5.0	$ 112,914	6.0	$1,568
$ 5,000 to $ 9,999	83	5.8	128,761	6.9	1,551
$10,000 to $14,999	240	16.7	378,715	20.2	1,578
$15,000 to $19,999	344	23.9	486,963	26.0	1,416
$20,000 to $24,999	331	23.0	418,701	22.4	1,265
$25,000 to $29,999	226	15.7	228,018	12.2	1,009
$30,000 to $34,999	95	6.6	72,888	3.9	767
$35,000 to $39,999	36	2.5	31,004	1.7	861
$40,000 to $44,999					
$45,000 to $49,999					
$50,000 and over					
Total	1,441	100.0	$1,872,359	100.0	$1,299

continued

Table III.6 (continued)
Combined State Grant and Pell Grant Awards by Educational System Attended by Family Income Level Fiscal Year 1990

All Recipients Attending State Universities

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	1,299	11.9	$2,821,787	15.2	$2,172
$ 5,000 to $ 9,999	1,026	9.4	2,224,660	12.0	2,168
$10,000 to $14,999	1,426	13.1	2,966,432	16.0	2,080
$15,000 to $19,999	1,679	15.4	3,256,222	17.5	1,939
$20,000 to $24,999	1,633	15.0	2,761,125	14.9	1,691
$25,000 to $29,999	1,460	13.4	2,104,716	11.3	1,442
$30,000 to $34,999	1,153	10.6	1,336,625	7.2	1,159
$35,000 to $39,999	694	6.4	676,520	3.6	975
$40,000 to $44,999	317	2.9	263,245	1.4	830
$45,000 to $49,999	130	1.2	86,018	0.5	662
$50,000 and over	67	0.6	67,574	0.4	1,009
Total	10,884	100.0	$18,564,924	100.0	$1,706

Dependent Students Attending State Universities

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	969	10.8	$ 2,158,458	14.1	$2,228
$ 5,000 to $ 9,999	759	8.5	1,683,923	11.0	2,219
$10,000 to $14,999	1,054	11.8	2,251,171	14.7	2,136
$15,000 to $19,999	1,336	14.9	2,667,313	17.5	1,996
$20,000 to $24,999	1,337	14.9	2,318,624	15.2	1,734
$25,000 to $29,999	1,272	14.2	1,885,456	12.3	1,482
$30,000 to $34,999	1,053	11.8	1,248,922	8.2	1,186
$35,000 to $39,999	666	7.4	653,738	4.3	982
$40,000 to $44,999					
$45,000 to $49,999					
$50,000 and over					
Total	8,949	100.0	$15,275,143	100.0	$1,707

Independent Students Attending State Universities

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	330	17.1	$ 663,329	20.2	$2,010
$ 5,000 to $ 9,999	267	13.8	540,737	16.4	2,025
$10,000 to $14,999	372	19.2	715,261	21.7	1,923
$15,000 to $19,999	343	17.7	588,909	17.9	1,717
$20,000 to $24,999	296	15.3	442,501	13.5	1,495
$25,000 to $29,999	188	9.7	219,260	6.7	1,166
$30,000 to $34,999	100	5.2	87,703	2.7	877
$35,000 to $39,999	28	1.4	22,782	0.7	814
$40,000 to $44,999					
$45,000 to $49,999					
$50,000 and over					
Total	1,935	100.0	$3,289,781	100.0	$1,700

continued

Table III.6 (continued)
Combined State Grant and Pell Grant Awards by Educational System Attended by Family Income Level Fiscal Year 1990

All Recipients Attending the University of Minnesota

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	1,236	16.1	$ 3,032,363	20.3	$2,453
$ 5,000 to $ 9,999	661	8.6	1,606,429	10.8	2,430
$10,000 to $14,999	883	11.5	2,134,163	14.3	2,417
$15,000 to $19,999	1,087	14.1	2,430,537	16.3	2,236
$20,000 to $24,999	1,002	13.0	1,917,751	12.9	1,914
$25,000 to $29,999	948	12.3	1,537,696	10.3	1,622
$30,000 to $34,999	761	9.9	1,014,966	6.8	1,334
$35,000 to $39,999	524	6.8	630,771	4.2	1,204
$40,000 to $44,999	319	4.1	323,043	2.2	1,013
$45,000 to $49,999	151	2.0	128,094	0.9	848
$50,000 and over	122	1.6	153,555	1.0	1,259
Total	7,694	100.0	$14,909,370	100.0	$1,938

Dependent Students Attending the University of Minnesota

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	710	11.6	$ 1,843,260	15.7	$2,596
$ 5,000 to $ 9,999	437	7.1	1,093,006	9.3	2,501
$10,000 to $14,999	656	10.7	1,612,483	13.7	2,458
$15,000 to $19,999	883	14.4	2,009,156	17.1	2,275
$20,000 to $24,999	843	13.7	1,643,073	14.0	1,949
$25,000 to $29,999	837	13.6	1,396,673	11.9	1,669
$30,000 to $34,999	696	11.3	960,246	8.2	1,380
$35,000 to $39,999	505	8.2	614,616	5.2	1,217
$40,000 to $44,999	308	5.0	309,093	2.6	1,004
$45,000 to $49,999					
$50,000 and over					
Total	6,144	100.0	$11,758,597	100.0	$1,914

Independent Students Attending the University of Minnesota

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	526	33.9	$1,189,103	37.7	$2,261
$ 5,000 to $ 9,999	224	14.5	513,423	16.3	2,292
$10,000 to $14,999	227	14.6	521,680	16.6	2,298
$15,000 to $19,999	204	13.2	421,381	13.4	2,066
$20,000 to $24,999	159	10.3	274,678	8.7	1,728
$25,000 to $29,999	111	7.2	141,023	4.5	1,270
$30,000 to $34,999	65	4.2	54,720	1.7	842
$35,000 to $39,999	19	1.2	16,154	0.5	850
$40,000 to $44,999	11	0.7	13,950	0.4	1,268
$45,000 to $49,999					
$50,000 and over					
Total	1,550	100.0	$3,150,772	100.0	$2,033

continued

Table III.6 (continued)
Combined State Grant and Pell Grant Awards by Educational System Attended by Family Income Level Fiscal Year 1990

All Recipients Attending Private 4-Year Institutions					
Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	1,401	11.7	$ 5,915,247	15.3	$4,222
$ 5,000 to $ 9,999	998	8.3	3,881,664	10.1	3,889
$10,000 to $14,999	1,022	8.5	3,857,070	10.0	3,774
$15,000 to $19,999	1,123	9.4	4,564,420	11.8	4,064
$20,000 to $24,999	1,254	10.5	4,757,510	12.3	3,794
$25,000 to $29,999	1,218	10.2	4,189,614	10.9	3,440
$30,000 to $34,999	1,205	10.1	3,652,215	9.5	3,031
$35,000 to $39,999	1,164	9.7	3,008,175	7.8	2,584
$40,000 to $44,999	951	7.9	2,076,589	5.4	2,184
$45,000 to $49,999	652	5.4	1,247,653	3.2	1,914
$50,000 and over	995	8.3	1,427,478	3.7	1,435
Total	11,983	100.0	$38,577,634	100.0	$3,219

Dependent Students Attending Private 4-Year Institutions					
Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	587	6.3	$ 2,682,617	8.9	$4,570
$ 5,000 to $ 9,999	443	4.8	2,040,521	6.8	4,606
$10,000 to $14,999	661	7.1	2,923,287	9.7	4,423
$15,000 to $19,999	914	9.8	3,876,326	12.9	4,241
$20,000 to $24,999	1,047	11.2	4,110,912	13.7	3,926
$25,000 to $29,999	1,053	11.3	3,747,545	12.5	3,559
$30,000 to $34,999	1,071	11.5	3,288,689	11.0	3,071
$35,000 to $39,999	1,065	11.4	2,797,234	9.3	2,627
$40,000 to $44,999	898	9.6	1,969,689	6.6	2,193
$45,000 to $49,999	604	6.5	1,166,105	3.9	1,931
$50,000 and over	970	10.4	1,387,744	4.6	1,431
Total	9,313	100.0	$29,990,669	100.0	$3,220

Independent Students Attending Private 4-Year Institutions					
Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	814	30.5	$3,232,631	37.6	$3,971
$ 5,000 to $ 9,999	555	20.8	1,841,143	21.4	3,317
$10,000 to $14,999	361	13.5	933,782	10.9	2,587
$15,000 to $19,999	209	7.8	688,094	8.0	3,292
$20,000 to $24,999	207	7.8	646,597	7.5	3,124
$25,000 to $29,999	165	6.2	442,069	5.1	2,679
$30,000 to $34,999	134	5.0	363,526	4.2	2,713
$35,000 to $39,999	99	3.7	210,941	2.5	2,131
$40,000 to $44,999	53	2.0	106,900	1.2	2,017
$45,000 to $49,999	48	1.8	81,548	0.9	1,699
$50,000 and over	25	0.9	39,734	0.5	1,589
Total	2,670	100.0	$8,586,965	100.0	$3,216

continued

Table III.6 (continued)
Combined State Grant and Pell Grant Awards by Educational System Attended by Family Income Level Fiscal Year 1990

All Recipients Attending Private 2-Year Institutions

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	1,427	30.8	$3,243,759	34.0	$2,273
$ 5,000 to $ 9,999	522	11.3	1,225,324	12.8	2,347
$10,000 to $14,999	517	11.2	1,156,568	12.1	2,237
$15,000 to $19,999	514	11.1	1,169,929	12.3	2,276
$20,000 to $24,999	498	10.7	1,009,355	10.6	2,027
$25,000 to $29,999	438	9.5	775,063	8.1	1,770
$30,000 to $34,999	328	7.1	477,283	5.0	1,455
$35,000 to $39,999	202	4.4	244,481	2.6	1,210
$40,000 to $44,999	104	2.2	138,316	1.5	1,330
$45,000 to $49,999	44	0.9	51,375	0.5	1,168
$50,000 and over	40	0.9	46,522	0.5	1,163
Total	4,634	100.0	$9,537,974	100.0	$2,058

Dependent Students Attending Private 2-Year Institutions

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	294	14.5	$ 744,148	17.7	$2,531
$ 5,000 to $ 9,999	166	8.2	426,158	10.2	2,567
$10,000 to $14,999	201	9.9	486,326	11.6	2,420
$15,000 to $19,999	276	13.6	645,434	15.4	2,339
$20,000 to $24,999	289	14.2	646,369	15.4	2,237
$25,000 to $29,999	277	13.6	521,253	12.4	1,882
$30,000 to $34,999	218	10.7	339,211	8.1	1,556
$35,000 to $39,999	154	7.6	194,745	4.6	1,265
$40,000 to $44,999	88	4.3	118,601	2.8	1,348
$45,000 to $49,999					
$50,000 and over					
Total	2,032	100.0	$4,198,350	100.0	$2,066

Independent Students Attending Private 2-Year Institutions

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	1,133	43.5	$2,499,611	46.8	$2,206
$ 5,000 to $ 9,999	356	13.7	799,166	15.0	2,245
$10,000 to $14,999	316	12.1	670,242	12.6	2,121
$15,000 to $19,999	238	9.1	524,495	9.8	2,204
$20,000 to $24,999	209	8.0	362,986	6.8	1,737
$25,000 to $29,999	161	6.2	253,810	4.8	1,576
$30,000 to $34,999	110	4.2	138,071	2.6	1,255
$35,000 to $39,999	48	1.8	49,736	0.9	1,036
$40,000 to $44,999	16	0.6	19,715	0.4	1,232
$45,000 to $49,999					
$50,000 and over					
Total	2,602	100.0	$5,339,624	100.0	$2,052

If there were fewer than 10 students in one category, that category and at least one other were left blank.

Source: Minnesota Higher Education Coordinating Board

Table III.7
State Grant Awards by Educational System Attended by Family Income Level Fiscal Year 1990

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
All Recipients Attending Technical Colleges					
Less than $5,000	631	10.2	$ 228,888	6.3	$ 363
$ 5,000 to $ 9,999	446	7.2	233,931	6.4	525
$10,000 to $14,999	935	15.1	598,716	16.4	640
$15,000 to $19,999	1,203	19.5	811,754	22.2	675
$20,000 to $24,999	1,154	18.7	780,346	21.4	676
$25,000 to $29,999	901	14.6	534,237	14.6	593
$30,000 to $34,999	550	8.9	290,740	8.0	529
$35,000 to $39,999	235	3.8	120,449	3.3	513
$40,000 to $44,999	84	1.4	33,509	0.9	399
$45,000 to $49,999	18	0.3	10,093	0.3	561
$50,000 and over	16	0.3	8,925	0.2	558
Total	6,173	100.0	$3,651,588	100.0	$ 592
Dependent Students Attending Technical Colleges					
Less than $5,000	463	11.2	$ 192,170	7.0	$ 415
$ 5,000 to $ 9,999	332	8.0	193,780	7.1	584
$10,000 to $14,999	602	14.6	417,224	15.2	693
$15,000 to $19,999	689	16.7	551,055	20.1	800
$20,000 to $24,999	714	17.3	568,694	20.7	796
$25,000 to $29,999	612	14.8	424,665	15.5	694
$30,000 to $34,999	424	10.3	247,863	9.0	585
$35,000 to $39,999	198	4.8	108,487	4.0	548
$40,000 to $44,999	70	1.7	27,017	1.0	386
$45,000 to $49,999					
$50,000 and over					
Total	4,127	100.0	$2,746,449	100.0	$ 665
Independent Students Attending Technical Colleges					
Less than $5,000	168	8.2	$ 36,718	4.1	$ 219
$ 5,000 to $ 9,999	114	5.6	40,151	4.4	352
$10,000 to $14,999	333	16.3	181,492	20.1	545
$15,000 to $19,999	514	25.1	260,699	28.8	507
$20,000 to 24,999	440	21.5	211,652	23.4	481
$25,000 to $29,999	289	14.1	109,572	12.1	379
$30,000 to $34,999	126	6.2	42,877	4.7	340
$35,000 to $39,999	37	1.8	11,962	1.3	323
$40,000 to $44,999	14	0.7	6,492	0.7	464
$45,000 to $49,999					
$50,000 and over					
Total	2,046	100.0	$ 905,139	100.0	$ 442

continued

Table III.7 (continued)
State Grant Awards by Educational System Attended by Family Income Level Fiscal Year 1990

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
All Recipients Attending Community Colleges					
Less than $5,000	482	9.4	$ 190,510	6.7	$ 395
$ 5,000 to $ 9,999	335	6.5	175,491	6.2	524
$10,000 to $14,999	711	13.8	437,383	15.5	615
$15,000 to $19,999	988	19.2	601,910	21.3	609
$20,000 to $24,999	978	19.0	576,275	20.4	589
$25,000 to $29,999	781	15.2	405,086	14.3	519
$30,000 to $34,999	517	10.0	262,380	9.3	508
$35,000 to $39,999	221	4.3	114,182	4.0	517
$40,000 to $44,999	88	1.7	40,699	1.4	462
$45,000 to $49,999	34	0.7	16,278	0.6	479
$50,000 and over	20	0.4	8,296	0.3	415
Total	5,155	100.0	$2,828,490	100.0	$ 549
Dependent Students Attending Community Colleges					
Less than $5,000	410	11.0	$ 172,847	7.7	$ 422
$ 5,000 to $ 9,999	252	6.8	153,096	6.8	608
$10,000 to $14,999	471	12.7	332,582	14.7	706
$15,000 to $19,999	644	17.3	442,347	19.6	687
$20,000 to $24,999	647	17.4	431,928	19.1	668
$25,000 to $29,999	555	14.9	330,047	14.6	595
$30,000 to $34,999	422	11.4	234,063	10.4	555
$35,000 to $39,999	185	5.0	100,015	4.4	541
$40,000 to $44,999					
$45,000 to $49,999					
$50,000 and over					
Total	3,714	100.0	$2,258,503	100.0	$ 608
Independent Students Attending Community Colleges					
Less than $5,000	72	5.0	$ 17,663	3.1	$ 245
$ 5,000 to $ 9,999	83	5.8	22,395	3.9	270
$10,000 to $14,999	240	16.7	104,801	18.4	437
$15,000 to $19,999	344	23.9	159,563	28.0	464
$20,000 to $24,999	331	23.0	144,347	25.3	436
$25,000 to $29,999	226	15.7	75,039	13.2	332
$30,000 to $34,999	95	6.6	28,317	5.0	298
$35,000 to $39,999	36	2.5	14,167	2.5	394
$40,000 to $44,999					
$45,000 to $49,999					
$50,000 and over					
Total	1,441	100.0	$ 569,987	100.0	$ 396

continued

Table III.7 (continued)
State Grant Awards by Educational System Attended by Family Income Level Fiscal Year 1990

All Recipients Attending State Universities

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	1,299	11.9	$ 400,138	5.8	$ 308
$ 5,000 to $ 9,999	1,026	9.4	485,838	7.0	474
$10,000 to $14,999	1,426	13.1	926,072	13.4	649
$15,000 to $19,999	1,679	15.4	1,372,236	19.9	817
$20,000 to $24,999	1,633	15.0	1,237,127	17.9	758
$25,000 to $29,999	1,460	13.4	1,074,008	15.6	736
$30,000 to $34,999	1,153	10.6	732,029	10.6	635
$35,000 to $39,999	694	6.4	407,920	5.9	588
$40,000 to $44,999	317	2.9	163,208	2.4	515
$45,000 to $49,999	130	1.2	57,468	0.8	442
$50,000 and over	67	0.6	37,945	0.6	566
Total	10,884	100.0	$6,893,989	100.0	$ 633

Dependent Students Attending State Universities

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	969	10.8	$ 342,745	5.7	$ 354
$ 5,000 to $ 9,999	759	8.5	432,762	7.2	570
$10,000 to $14,999	1,054	11.8	729,407	12.1	692
$15,000 to $19,999	1,336	14.9	1,140,585	18.9	854
$20,000 to $24,999	1,337	14.9	1,070,697	17.7	801
$25,000 to $29,999	1,272	14.2	991,294	16.4	779
$30,000 to $34,999	1,053	11.8	690,014	11.4	655
$35,000 to $39,999	666	7.4	396,534	6.6	595
$40,000 to $44,999					
$45,000 to $49,999					
$50,000 and over					
Total	8,949	100.0	$6,049,455	100.0	$ 676

Independent Students Attending State Universities

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	330	17.1	$ 57,393	6.8	$ 174
$ 5,000 to $ 9,999	267	13.8	53,076	6.3	199
$10,000 to $14,999	372	19.2	196,665	23.3	529
$15,000 to $19,999	343	17.7	231,651	27.4	675
$20,000 to $24,999	296	15.3	166,430	19.7	562
$25,000 to $29,999	188	9.7	82,714	9.8	440
$30,000 to $34,999	100	5.2	42,015	5.0	420
$35,000 to $39,999	28	1.4	11,386	1.3	407
$40,000 to $44,999					
$45,000 to $49,999					
$50,000 and over					
Total	1,935	100.0	$ 844,534	100.0	$ 436

continued

Table III.7 (continued)
State Grant Awards
by Educational System Attended
by Family Income Level
Fiscal Year 1990

All Recipients Attending the University of Minnesota

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	1,236	16.1	$ 725,226	10.2	$ 587
$ 5,000 to $ 9,999	661	8.6	498,221	7.0	754
$10,000 to $14,999	883	11.5	961,209	13.5	1,089
$15,000 to $19,999	1,087	14.1	1,326,033	18.7	1,220
$20,000 to $24,999	1,002	13.0	1,132,676	15.9	1,130
$25,000 to $29,999	948	12.3	952,896	13.4	1,005
$30,000 to $34,999	761	9.9	644,079	9.1	846
$35,000 to $39,999	524	6.8	428,633	6.0	818
$40,000 to $44,999	319	4.1	238,101	3.4	746
$45,000 to $49,999	151	2.0	89,657	1.3	594
$50,000 and over	122	1.6	106,476	1.5	873
Total	7,694	100.0	$7,103,207	100.0	$ 923

Dependent Students Attending the University of Minnesota

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	710	11.6	$ 523,173	8.6	$ 737
$ 5,000 to $ 9,999	437	7.1	399,752	6.6	915
$10,000 to $14,999	656	10.7	747,354	12.3	1,139
$15,000 to $19,999	883	14.4	1,092,285	18.0	1,237
$20,000 to $24,999	843	13.7	975,315	16.1	1,157
$25,000 to $29,999	837	13.6	867,519	14.3	1,036
$30,000 to $34,999	696	11.3	611,738	10.1	879
$35,000 to $39,999	505	8.2	420,908	6.9	833
$40,000 to $44,999	308	5.0	229,226	3.8	744
$45,000 to $49,999					
$50,000 and over					
Total	6,144	100.0	$6,060,443	100.0	$ 986

Independent Students Attending the University of Minnesota

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	526	33.9	$ 202,053	19.4	$ 384
$ 5,000 to $ 9,999	224	14.5	98,469	9.4	440
$10,000 to $14,999	227	14.6	213,855	20.5	942
$15,000 to $19,999	204	13.2	233,748	22.4	1,146
$20,000 to $24,999	159	10.3	157,361	15.1	990
$25,000 to $29,999	111	7.2	85,377	8.2	769
$30,000 to $34,999	65	4.2	32,341	3.1	498
$35,000 to $39,999	19	1.2	7,725	0.7	407
$40,000 to $44,999	11	0.7	8,875	0.9	807
$45,000 to $49,999					
$50,000 and over					
Total	1,550	100.0	$1,042,764	100.0	$ 673

continued

Table III.7 (continued)
State Grant Awards
by Educational System Attended
by Family Income Level
Fiscal Year 1990

All Recipients Attending Private 4-Year Institutions

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	1,401	11.7	$ 3,267,618	11.2	$2,332
$ 5,000 to $ 9,999	998	8.3	2,271,191	7.8	2,276
$10,000 to $14,999	1,022	8.5	2,731,430	9.4	2,673
$15,000 to $19,999	1,123	9.4	3,343,116	11.5	2,977
$20,000 to $24,999	1,254	10.5	3,720,316	12.8	2,967
$25,000 to $29,999	1,218	10.2	3,445,220	11.8	2,829
$30,000 to $34,999	1,205	10.1	3,183,319	10.9	2,642
$35,000 to $39,999	1,164	9.7	2,735,650	9.4	2,350
$40,000 to $44,999	951	7.9	1,898,008	6.5	1,996
$45,000 to $49,999	652	5.4	1,185,724	4.1	1,819
$50,000 and over	995	8.3	1,374,311	4.7	1,381
Total	11,983	100.0	$29,155,903	100.0	$2,433

Dependent Students Attending Private 4-Year Institutions

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	587	6.3	$ 1,593,952	6.7	$2,715
$ 5,000 to $ 9,999	443	4.8	1,297,104	5.4	2,928
$10,000 to $14,999	661	7.1	2,077,058	8.7	3,142
$15,000 to $19,999	914	9.8	2,876,755	12.1	3,147
$20,000 to $24,999	1,047	11.2	3,226,479	13.5	3,082
$25,000 to $29,999	1,053	11.3	3,092,043	13.0	2,936
$30,000 to $34,999	1,071	11.5	2,866,262	12.0	2,676
$35,000 to $39,999	1,065	11.4	2,538,955	10.7	2,384
$40,000 to $44,999	898	9.6	1,802,239	7.6	2,007
$45,000 to $49,999	604	6.5	1,113,430	4.7	1,843
$50,000 and over	970	10.4	1,337,144	5.6	1,378
Total	9,313	100.0	$23,821,421	100.0	$2,558

Independent Students Attending Private 4-Year Institutions

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	814	30.5	$1,673,666	31.4	$2,056
$ 5,000 to $ 9,999	555	20.8	974,087	18.3	1,755
$10,000 to $14,999	361	13.5	654,372	12.3	1,813
$15,000 to $19,999	209	7.8	466,361	8.7	2,231
$20,000 to $24,999	207	7.8	493,837	9.3	2,386
$25,000 to $29,999	165	6.2	353,177	6.6	2,140
$30,000 to $34,999	134	5.0	317,057	5.9	2,366
$35,000 to $39,999	99	3.7	196,695	3.7	1,987
$40,000 to $44,999	53	2.0	95,769	1.8	1,807
$45,000 to $49,999	48	1.8	72,294	1.4	1,506
$50,000 and over	25	0.9	37,167	0.7	1,487
Total	2,670	100.0	$5,334,482	100.0	$1,998

continued

Table III.7 (continued)
State Grant Awards
by Educational System Attended
by Family Income Level
Fiscal Year 1990

All Recipients Attending Private 2-Year Institutions

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	1,427	30.8	$1,112,265	22.1	$ 779
$ 5,000 to $ 9,999	522	11.3	501,293	10.0	960
$10,000 to $14,999	517	11.2	612,935	12.2	1,186
$15,000 to $19,999	514	11.1	728,098	14.5	1,417
$20,000 to $24,999	498	10.7	694,915	13.8	1,395
$25,000 to $29,999	438	9.5	585,867	11.7	1,338
$30,000 to $34,999	328	7.1	381,620	7.6	1,163
$35,000 to $39,999	202	4.4	212,200	4.2	1,050
$40,000 to $44,999	104	2.2	117,787	2.3	1,133
$45,000 to $49,999	44	0.9	42,529	0.8	967
$50,000 and over	40	0.9	37,472	0.7	937
Total	4,634	100.0	$5,026,981	100.0	$1,085

Dependent Students Attending Private 2-Year Institutions

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	294	14.5	$ 317,596	11.5	$1,080
$ 5,000 to $ 9,999	166	8.2	213,148	7.7	1,284
$10,000 to $14,999	201	9.9	301,676	10.9	1,501
$15,000 to $19,999	276	13.6	435,088	15.8	1,576
$20,000 to $24,999	289	14.2	459,229	16.7	1,589
$25,000 to $29,999	277	13.6	414,640	15.0	1,497
$30,000 to $34,999	218	10.7	274,053	9.9	1,257
$35,000 to $39,999	154	7.6	170,918	6.2	1,110
$40,000 to $44,999	88	4.3	104,722	3.8	1,190
$45,000 to $49,999					
$50,000 and over					
Total	2,032	100.0	$2,756,592	100.0	$1,357

Independent Students Attending Private 2-Year Institutions

Income Level	Number of Recipients	Percent of Recipients	Total Awards	Percent of Awards	Average Award
Less than $5,000	1,133	43.5	$ 794,669	35.0	$ 701
$ 5,000 to $ 9,999	356	13.7	288,145	12.7	809
$10,000 to $14,999	316	12.1	311,259	13.7	985
$15,000 to $19,999	238	9.1	293,010	12.9	1,231
$20,000 to $24,999	209	8.0	235,686	10.4	1,128
$25,000 to $29,999	161	6.2	171,227	7.5	1,064
$30,000 to $34,999	110	4.2	107,567	4.7	978
$35,000 to $39,999	48	1.8	41,282	1.8	860
$40,000 to $44,999	16	0.6	13,065	0.6	817
$45,000 to $49,999					
$50,000 and over					
Total	2,602	100.0	$2,270,389	100.0	$ 873

If there were fewer than 10 students in one category, that category and at least one other were left blank.

Source: Minnesota Higher Education Coordinating Board

Table III.8
Average State Award, Combined State Grant and Pell Award, Average Family Income and Average Net Worth by Parental Contribution for State Grant Recipients Who Applied as Dependent Students, Fiscal Year 1990

Expected Parental Contribution	Average Family Income	Average Net Worth	Number of Recipients	Average State Award	Average Combined Award
$ 0	$ 9,801	$13,243	12,682	$1,157	$2,679
200	20,682	18,874	1,847	1,448	2,555
400	22,393	19,439	1,920	1,404	2,361
600	24,209	23,050	1,897	1,477	2,296
800	25,899	23,567	1,840	1,461	2,151
1,000	27,891	23,731	1,793	1,422	1,994
1,200	28,631	25,866	1,649	1,380	1,812
1,400	29,903	26,516	1,579	1,330	1,673
1,600	30,657	28,431	1,405	1,282	1,511
1,800	32,049	29,157	1,269	1,214	1,372
2,000	33,195	30,581	1,230	1,176	1,261
2,200	35,165	30,153	1,024	1,142	1,195
2,400	36,061	31,678	679	1,156	1,201
2,600	36,767	43,490	507	1,453	1,484
2,800	38,510	46,456	444	1,679	1,692
3,000	39,563	49,258	325	1,823	1,833
3,200	40,278	50,723	287	1,759	1,762
3,400	42,760	51,987	272	1,593	1,595
3,600	43,346	48,288	279	1,424	1,425
3,800	44,700	52,100	253	1,248	1,248
4,000	46,399	52,818	213	1,127	1,127
4,200	46,420	54,747	197	948	948
4,400	48,131	55,129	214	743	743
4,600	47,859	55,873	178	554	554
4,800	48,472	62,498	158	371	371
5,000	49,559	57,664	136	189	189
Total/Average[1]	$22,641	$23,252	34,279	$1,275	$2,121

[1]Includes two students with expected parental contributions greater than $5,000.

Source: Minnesota Higher Education Coordinating Board

The second annual teleconference was held November 28, 1990 and was broadcast to 26 sites.

The Board continued its annual production of a slide show on completing the Family Financial Statement (FFS) and developed a computer-based tutorial on completing the form.

Status: Table III.1 presents an overview of program activity for Fiscal Years 1987 to 1990, estimates for Fiscal Year 1991, and projections for Fiscal Years 1992 and 1993.

The 1989 Legislature appropriated $151,688,000 for the 1990 and 1991 Fiscal Years, a 17.2 percent increase over the $129,450,000 appropriated for the biennium ending June 30, 1989.

The appropriation accepted the shift to the Congressional Methodology Need Analysis, and an increase in the maximum federal Pell Grant from $2,200 to $2,300.

The major funding increases were to offset tuition increases in public and private institutions and to raise the private college cap; and to help students catch up and keep up with increases in their living costs.

Table III.9
Minnesota Part-Time Grant Program Activity by Educational System Fiscal Year 1989

	Total	Total	Annual
Technical Colleges	3,249	$ 648,522	$200
Community Colleges	2,490	796,628	320
State Universities	385	138,945	361
University of Minnesota	602	428,362	712
Private Four-Year	239	180,271	754
Total	6,965	$2,192,728	$315

Source: Minnesota Higher Education Coordinating Board

Funding was provided to increase the living and miscellaneous allowance from $2,995 in 1988-89 to $3,170 in 1989-90 and $3,465 in 1990-91. The funding enabled the program to reach the 16th percentile benchmark in the second year of the biennium. A 1984 Board survey found that 84 percent of students reported living expenses higher than the allowances then in place — the 16th percentile. Since then, the allowance slipped below this level. The private four-year college cap increased from $6,024 in 1988-89 to $7,195 in 1989-90 and $7,663 in 1990-91. The private two-year college cap increased from $4,684 in 1988-89 to $4,903 in 1989-90, and $5,146 in 1990-91.

The maximum award, which represents the combination of the state and federal Pell grants, increased from $4,509 in 1988-89 to $5,182 in 1989-90, and $5,564 in 1990-91.

The Board was directed to use up to $250,000 of the appropriation in each year of the biennium to provide grants for Minnesota resident students participating in the State University System's Akita program.

The 1990 Legislature reduced the biennial appropriation by $14.8 million, $9,783,400 in Fiscal Year 1990 and $5,033,400 in Fiscal Year 1991 based on reduced program expenditures in Fiscal Year 1989 and 1990 and projections for less than anticipated spending in Fiscal Year 1991. This occurred due to increased federal Pell Grant awards to Minnesota students over the three years in response to changes in the Pell Grant need analysis methodology.

The 1990 Legislature directed the Board to set aside $100,000 from the State Grant appropriation to fund benefits under the Public Safety Officer's Survivors Program, which took effect in Fiscal Year 1991.

Tables III.2 through III.8 present information about Scholarship and Grant activity and Pell awards by post-secondary system and by income level.

Veterans' Dependents Student Assistance Program

Objective: To pay the tuition and fees for Minnesota post-secondary students who are dependents of veterans declared prisoners of war or missing in action after August 1, 1958.

Statutory Authority: *Minn. Stat.* 197.752 (1990).

Background: The Veterans' Dependents Assistance Program pays tuition and fees for students enrolled in any public post-secondary educational institution in Minnesota if they are dependents of Minnesota veterans who, while serving in the United States Armed Forces, were declared prisoners of war or missing in action after August 1, 1958. A dependent who enrolls as an undergraduate in any

Table III.10
Minnesota Part-Time Grant Program Activity by Educational System Fiscal Year 1990

System Attended	Total Recipients	Total Grants	Average Annual Grant
State Universities	396	$ 140,236	$354
Community Colleges	2,158	747,277	346
University of Minnesota	466	346,523	744
Technical Colleges	2,691	583,910	217
Private Four-Year	190	155,360.10	818
Total	5,901	$1,973,306	$334

Source: Minnesota Higher Education Coordinating Board

private Minnesota post-secondary institution shall be entitled to payment by the state of tuition and fees at a rate not to exceed $250 per year for so long as the dependent is eligible to attend the institution and is working toward a bachelor's degree or certificate of completion.

Part-Time Student Grant Program

Objectives: To provide need-based financial assistance to students who enroll less than half time in a program that applies to a degree, diploma, or certificate and who demonstrate financial need.

Statutory Authority: *Minn. Stat.* 136A.132 (1990).

Background: The Part-Time Student Grant Program was enacted in 1977 to assist the growing number of part-time students in Minnesota. The program serves students with need enrolled less than half time (one to five credits, or equivalent) and new or returning students enrolled at least half time but less than full time.

The part-time student must be pursuing work toward a degree, diploma, or certificate and is eligible for an award for one term. Students may, however, apply for additional awards.

Status: The 1989 Legislature appropriated $2 million for Fiscal Year 1990 and $2 million for Fiscal Year 1991. Tables III.9 and III.10 display program activity by system for Fiscal Years 1989 and 1990.

Expenditures totaled $2.2 million in Fiscal Year 1989 and $1.9 million in 1990.

Because expenditures were exceeding appropriations, the Board recommended that the 1990 Legislature appropriate an additional $1.6 million for the program — $600,000 in Fiscal Year 1990 and $1 million in 1991. The 1990 Legislature did not provide additional funding.

Dislocated Rural Worker Grant Program

Objective: To assist residents of rural Minnesota who have lost or about to lose their jobs in paying for post-secondary education programs that will help them prepare for employment.

Statutory Authority: *Minn. Stat.* 136A.134 (1990).

Background: The 1987 Minnesota Legislature, as part of a legislative package to assist the economy of Greater Minnesota, established a program of grants to dislocated rural workers.

No legislative changes were made during the 1990-91 biennium.

Status: The 1989 Legislature, as part of the State Grant appropriation, provided $500,000 to the Coordinating Board for the 1990-91 biennium.

In Fiscal Year 1989, the Board allocated $250,000 to 56 schools. Thirty-eight schools used all funds disbursed to them, 12 used

Table III.11
Minnesota Dislocated Rural Worker Grant Program Activity by System Fiscal Year 1989

System	Total Recipients	Total Grants	Average Grant
Technical Colleges	283	$125,050	$442
Community Colleges	118	79,132	671
State Universities	29	27,930	963
University of Minnesota	3	2,808	936
Private Vocational Schools	2	555	277
Private Four-Year Colleges	1	798	798
Private Two-Year Institutions	0	0	0
Total	436	$236,273	$542

Source: Minnesota Higher Education Coordinating Board

Table III.12
Minnesota Dislocated Rural Worker Grant Program Activity by System Fiscal Year 1990

System	Total Recipients	Total Grants	Average Grant
Technical Colleges	497	$144,279	$390
Community Colleges	93	67,402	725
State Universities	23	22,518	979
University of Minnesota	4	3,832	958
Private Vocational Schools	0	0	0
Private Four-Year Colleges	4	4,122	1,030
Private Two-Year Institutions	0	0	0
Total	621	$242,153	$390

Source: Minnesota Higher Education Coordinating Board .

partial funds and refunded the balance, and 6 schools refunded all money.

Twenty-five schools awarded grants to six or fewer students; 14 schools awarded grants to one to three students. In all, 436 students received awards.

Tables III.11 and III.12 show program activity for Fiscal Years 1989 and 1990.

The Board allocated $250,000 for Fiscal Year 1990 to 56 schools. Thirty schools used all the funds disbursed to them, 19 used partial funds, and 7 schools refunded all the money. Twenty-six schools awarded grants to 6 or fewer students, and 15 schools awarded grants to 1 to 3 students.

Non-AFDC Post-Secondary Child Care Assistance Program

Objective: To reduce the costs of child care for needy Minnesota post-secondary student parents who do not receive Aid to Families with Dependent Children (AFDC).

Statutory Authority: *Minn. Stat.* 136A.125.

Table III.13
Non-AFDC Child Care Grant Program Activity by Educational System Fiscal Year 1990

System	Total Recipients	Total Grants	Average Grants
Technical Colleges	403	$ 727,022	$1,804.00
Community Colleges	324	492,030	1,519.00
State Universities	253	322,308	1,274.00
University of Minnesota	78	164,164	2,105.00
Private Colleges	68	114,901	1,690.00
Total	1,126	$1,820,425	$1,616.72

Source: Minnesota Higher Education Coordinating Board

Background: Recognizing that an increasing number of parents need affordable, quality child care in order to continue their education at a college or university, the 1989 Legislature established the Non-AFDC Post-Secondary Child Care Assistance Program.

The Coordinating Board administers the program. It allocates funds to eligible colleges based on a formula that considers the number of undergraduate students who have applied for a State Grant and have children under age 13.

Campus financial aid administrators determine if the student is eligible and award the grant. The child care award must cover the time that the student is in class, up to one hour of transportation between home, work, and school, and up to four hours a day between classes. At its discretion, the school can cover additional hours of child care for study time, or up to 20 hours for work. A co-payment from the family based on family size and income is subtracted from the total child care cost.

Recipients must be Minnesota residents who have dependent children under age 13 and attend at least half time a Minnesota public post-secondary institution or a private, residential, two-year or four-year liberal arts, degree granting college or university in Minnesota. Some eligible schools may choose not to participate. Recipients also must meet income guidelines that are updated annually.

The amount of the award is to be approximately comparable to the Sliding Fee Program administered by the Department of Human Services. The award is made for the entire school year. The award is the rate charged by the child care provider (up to a county maximum) times the number of hours of child care needed for a month, minus the recipient's required copayment, times the number of months in the school term. The amount of an award cannot exceed 60 hours per week.

Other requirements are that the child care provider be licensed, that the student be in good standing, not have a baccalaureate degree, not be enrolled full-time for more than eight semesters or twelve quarters and be pursuing a non-sectarian program leading to a degree, diploma, or certificate.

Students who receive a child care award and continue to enroll at the school must be given a child care award if funds are available. However, students must apply for continuation of funds by June 1 or lose priority ranking for funding.

Status: The 1989 Legislature appropriated $2 million to the Coordinating Board for each year of the 1990-91 biennium. As shown in Table III.13 in Fiscal Year 1990, $1.82 million was awarded to 1,126 recipients.

The Coordinating Board developed rules for the program and a booklet, *Child Care Assistance for Post-Secondary Students* which describes the Non-AFDC Grant Program and provides suggestions on evaluating child care options.

In late 1989, the Board concluded through a survey that demand for the program exceeded the appropriation by at least $1 million a year. A staff survey of financial aid administrators found that 397 students with 637 children on the waiting list at 58 responding schools. It would have

Table III.14
Minnesota College Work-Study Program Activity by Educational System Fiscal Year 1989

System	Total Recipients	Total Earnings	Total Hours	Average Earnings	Average Hours	Average Wage
Technical Colleges	1,463	$ 853,315	215,262	$ 583	144	$4.22
Community Colleges	896	653,326	161,063	729	175	4.06
State Universities	1,518	1,335,523	358,778	880	236	3.76
University of Minnesota	963	1,757,059	261,838	1,825	188	6.48
Private Four-Year	1,508	1,271,677	299,416	843	197	4.20
Private Two-Year	106	87,668	19,975	827	185	4.15
Total	6,454	$5,958,568	1,316,332	$ 923	189	$4.42

Source: Minnesota Higher Education Coordinating Board

Table III.15
Minnesota College Work-Study Program Activity by Educational System Fiscal Year 1990

System	Total Recipients	Total Earnings	Total Hours	Average Earnings	Average Wage Rate
Technical Colleges	1,476	$ 938,277	224,288	$ 636	$4.18
Community College	909	723,282	173,839	796	4.16
State Universities	1,551	1,525,488	373,282	984	4.09
University of Minnesota	1,086	2,028,625	295,429	1,868	6.87
Private Four-Year	1,661	1,624,498	356,910	978	4.55
Private Two-Year	67	67,002	14,190	1,000	4.72
Total	6,750	$6,907,172	1,437,938	$1,023	$4.80

Source: Minnesota Higher Education Coordinating Board

taken $830,000 to fund these students. Further, the numbers were thought to underestimate the need for funds since many schools were not adding students to waiting lists. Thus, the Board supported an additional $1 million for the program for Fiscal Year 1991. However, the request was not funded.

Minnesota Work-Study Program

Objective: To assist students in meeting their financial needs, to provide students with valuable work experience, and to provide nonprofit service agencies, handicapped persons, and persons over 65 with student assistance at low cost.

Statutory Authority: *Minn. Stat.* Sections 136A.233-136A.234 (1990).

Background: The State Work-Study Program was created by the 1975 Legislature to supplement the Federal Work-Study Program. The program provides work opportunities to graduate and undergraduate post-secondary students enrolled in public and private colleges and vocational schools in Minnesota.

Status: The 1989 Legislature appropriated $5,304,000 for Fiscal Year 1990 and $5,454,000 for Fiscal Year 1991. This represented a $625,000 increase in 1990 and $775,000 in 1991 to help accommodate increases in

the minimum wage and enrollment growth.

Total earnings were $5,958,568 in Fiscal Year 1989 and $6,907,172 in Fiscal Year 1990. Expenditures totaled $4,562,997 in 1989 and $5,222,123 in 1990.

Tables III.14 and III.15 show activity under the program in Fiscal Years 1989 and 1990.

Pre-Nursing Grant Program

Objective: To provide grants to students who are entering or enrolled in registered nurse or licensed practical nurse programs, who have no previous nursing training or education, and who agree to practice in a designated rural area.

Statutory Authority: *Minn. Stat.* Sections 136A.1351- 136A.1352 (1990).

Background: The program was established by the 1990 Legislature as part of a package of rural health programs and is an incentive to encourage students to enter nursing and practice in rural areas.

To be eligible to receive a grant, a student must be:

- a resident of Minnesota;
- enrolled in a Minnesota, school, college, or program of nursing to complete an educational program that would lead to the student's first licensure as a licensed practical nurse or as a registered nurse;
- willing to agree to serve at least three of the first five years following licensure in a designated rural area; and
- able to meet the financial need criteria established for the State Grant program.

Grants are to be awarded for one academic year, but are renewable for a maximum of six semesters or nine quarters of full-time study, or their equivalent, but cannot continue after receipt of the nursing degree or certificate.

Students who do not have their degree in nursing may receive up to 20 percent of their combined Pell and State Grant if they are enrolled in a nursing program and promise to serve in a rural area. The percentage used in the award calculation is updated annually by the Board according to the amount of funds available.

If insufficient funds are available to meet the needs of all eligible applicants, the Board is to give priority to applicants who reside in a designated rural area and applicants attending post-secondary institutions outside the seven-county metropolitan area.

Students apply to the Coordinating Board by completing the 1990-91 Family Financial Statement (FFS) and sending the information to the State Grant Program, and by completing a Pre-Nursing Grant form and sending it directly to the Coordinating Board.

A recipient must serve in a designated rural area for three of the first five years after graduating with the nursing degree. A designated rural area is one at least 10 miles outside a Ranally Area (generally these are central cities such as the metropolitan area, Duluth, Moorhead, Grand Forks, Mankato, Rochester, and St. Cloud) and at the time the recipient begins work in the area has a doctor to resident ratio of 1:2000 or more, and the community has asked the Coordinating Board for assistance in finding a nurse.

Status: The 1990 Legislature appropriated $120,000 to the Coordinating Board for Fiscal Year 1991. The program began in September 1990. In fall 1990, the Board began developing rules for the program.

Nursing Grant Program for Licensed Practical Nurses

Objective: To provide grants to licensed practical nurses who are entering or enrolled in an educational program that would lead to licensure as a registered nurse.

Statutory Authority: *Minn. Stat.* Sections 136A.1353 (1990) and 148.236 (1990).

Background: The 1990 Legislature established the program as part of a package of rural health initiatives. To be eligible a recipient must be:

- a resident of Minnesota;
- a licensed practical nurse enrolled in a Minnesota school, college, or program of nursing to complete an educational program that would lead to licensure as a registered nurse; and
- eligible under any additional criteria established by the school, college, or program of nursing in which the student is enrolled.

The grant is to be awarded for one academic year but is renewable for a maximum of six semesters or nine quarters of full-time study, or their equivalent. Schools may establish additional criteria to use

in awarding grants. Criteria are to include consideration of the likelihood of a student's success in completing the nursing program and give priority to students with the greatest financial need.

Each school, college, or nursing program that wishes to participate in the grant program must apply to the Coordinating Board for grant money. Grants must be for a minimum of $500 but not exceed $2,500 per year.

The Board is to distribute funds each year to the schools, colleges, or programs of nursing applying to participate in the nursing grant program based on the last academic year's enrollment of students in educational programs that would lead to licensure as a licensed practical nurse.

Status: The program is scheduled to start for the 1991-92 academic year. It is to be funded by a $5.50 fee from licensed practical nurses who must renew their license every two years. In January 1991, the Board of Nursing is required to tell the Coordinating Board how much money it believes will be available for the program.

Nursing Grant Program for Registered Nurses

Objective: To provide grants to registered nurses seeking to complete baccalaureate or master's degrees in nursing or a program of advanced nursing education.

Statutory Authority: *Minn Stat.* Section 136A.1354.

Background: The program was established by the 1990 Legislature as part of a package of rural health programs. To be eligible, a student must be:

- licensed as a registered nurse in Minnesota and have been employed as a nurse in the state for at least one year before re-enrolling in college;
- a resident of Minnesota;
- enrolled in a Minnesota school or college of nursing to complete a baccalaureate or master's degree, or a program of advanced nursing education; and
- eligible under any additional criteria established by the school, college of nursing, or program of advanced nursing education in which the student is enrolled.

The grant must be awarded for one academic year but is renewable for a maximum of six semesters or nine quarters of full-time study, or their equivalent. Schools may establish additional criteria. The criteria must include consideration of the likelihood of a student's success in completing the educational program and give priority to: (1) students with the greatest financial need; and (2) students enrolling to complete baccalaureate degrees in nursing.

Grants are for a minimum of $500, but must not exceed $2,500 per year.

Each school or college of nursing, or program of advanced nursing education that wishes to participate in the program must apply to the Coordinating Board for money. The Board will allocate funds based on the last academic year's enrollment of registered nurses in schools or colleges of nursing, or programs of advanced nursing education.

Status: The program will begin in the 1991-92 academic year. It will be funded from a voluntary $5.50 fee from registered nurses who must renew their license every two years. In January 1991, the Board of nursing is required to tell the Coordinating Board the amount of money that it believes will be available for the program.

Rural Physicians Education Account

Objective: To encourage through loan repayment by the state medical students to practice in designated rural areas.

Statutory Authority: *Minn. Stat.* 136A.151 and 136A.1355 (1990).

Background: The program was established by the 1990 Legislature as part of a package of rural health programs.

To be eligible, a prospective physician must submit a letter of interest to the Coordinating Board while attending medical school. Before completing the first year of residency, a student or resident must sign a contract to agree to serve at least three of the first five years following residency in a designated rural area. A designated rural area is a community at least 10 miles outside a Ranally Area, which has asked the Coordinating Board for assistance in finding a doctor and has a ratio of more than 2,000 people to 1 doctor.

The Coordinating Board may accept up to eight applicants per year for participation. Applicants are responsible for securing their own loans. They may designate for each year of medical school, up to a maximum of four years,

an agreed amount, not to exceed $10,000, as a qualified loan. For each year that a participant serves as a physician in a designated rural area, up to a maximum of four years, the Board is to annually pay an amount equal one year of qualified loans and the interest accrued on these loans. Participants who move their practice from one designated rural area to another remain eligible for loan repayment.

If a participant does not fulfill the required three-year minimum commitment of service in a designated rural area, the Coordinating Board shall collect from the participant the amount paid by the Board under the program.

Status: The 1990 Legislature appropriated no money for the program. However, interested students may contact the Board to indicate their intent. The Board will then initiate the contract procedure during their first year of residency.

Public Safety Officer's Survivors Benefit Program

Objective: To provide an educational benefit to the survivors of public safety officers.

Statutory Authority: *Minn. Stat.* Sections 299A.41-299A.46.

Background: The 1990 Legislature established the program to provide an educational benefit to dependent children under age 23 and the spouses of public safety officers killed in the line of duty. Eligibility is determined by the Public Safety Department. A student must be enrolled in undergraduate degree or certificate programs at a Minnesota public post-secondary institution or a private, residential, two-year or four-year, liberal arts, degree granting college or university located in Minnesota.

Public safety officer is defined as:

- peace officer
- correction officer employed in a correctional facility
- firefighter
- legally enrolled member of the volunteer fire department
- reserve police officer
- good Samaritan complying with the request of a police officer
- driver or attendant of a licensed life support transportation service who is providing care.

Up to $100,000 was made available from the State Grant Program's Fiscal Year 1991 appropriation. The program provides a monetary award equal to the cost of the tuition of the school the student is attending or at a private school equal to the tuition at the most costly public school. The benefit cannot be used at private career schools. The award must not affect a recipient's eligibility for a state grant.

Each award must be given for one academic year and is renewable for a maximum of six semesters or nine quarters or their equivalent.

The student presents the Public Safety Department's certification form to the aid administrator. The aid administrator encloses a copy of the form with the first request for funds. Funds must be requested for each term in which the student is enrolled.

The Coordinating Board is responsible for designing program rules and disbursing funds as requested by the schools.

Status: The program began in September 1990 and by early fall four students were using the benefits.

In fall 1990, the Coordinating Board began the process of adopting rules for the program.

Summer Scholarships

Objective: To provide financial aid for Minnesota post-secondary students who want to enrich their learning beyond those academic experiences provided by secondary schools.

Statutory Authority: *Minn. Stat.* Section 126.56 (1990).

Background: The 1985 Legislature created the Summer Scholarships for Academic Enrichment Program to provide scholarships to Minnesota secondary students (grades 7-12) wishing to attend summer academic programs sponsored by post-secondary institutions in the state. The program began in summer 1986.

The 1989 Legislature appropriated $214,000 to the Coordinating Board for each year of the 1990-91 biennium.

In 1989 and 1990, the Coordinating Board contributed $5,000 toward the publication of the *Summer Enrichment Guide for Students of Color*, a publication produced by the

Table III.16
Summer Scholarship Program Statistics
Summers 1988-1990

	1988	1989	1990	3 Yr. Increase/(Decrease) Number	Percent
No. of schools participating	25	22	26	1	4
No. programs	45	56	60	15	33
No. students enrolled	6,168	6,592	6,627	459	7
No. of scholarships	554	566	634	(36)	(7)
Ratio (scholarships to enroll)	8.0%	9.0%	8.0%		
Dollar amount — scholarships	$207,710	$227,322	$265,783	$58,073	28
Dollar amount — average award	$375	$402	$419	44	12
Recipients from:					
Minneapolis/St. Paul	129	184	247	118	91
Other	425	382	387	(38)	(9)
Totals:	554	566	634	80	14
Recipients by Grade Level:					
7	81	89	90	9	11
8	93	117	161	68	73
9	107	108	126	19	18
10	115	120	133	18	16
11	155	131	115	(40)	(26)
12	3	3	9	6	200
Totals:	554	566	634	80	14
Recipients by Income Levels:					
$0-16,000	280	315	347	67	24
16-30,000	95	65	102	7	7
20-24,000	77	89	75	(2)	(3)
24-28,000	58	64	64	6	10
28-32,000	37	28	42	5	14
32-36,000	6	4	0	(6)	100
36,000+	1	1	4	3	300
Totals:	554	566	634	80	14

Appropriation Summary: 1990-91

	1990	1991	Total
Total Appropriation	$214,000	$214,000	$428,000
Total Available	204,848*	$152,012	
Total Awards	$266,836		
Balance	($61,988)**		

*$9,152 was "borrowed" from the FY 1990 appropriation to cover a shortfall of funds for Summer, 1989 awards.
**$61,988 was "borrowed" from the FY 1991 appropriation to cover a shortfall of funds for Summer, 1990 awards. The appropriation balance available for Summer, 1991 awards is therefore $152,012.

Source: Minnesota Higher Education Coordinating Board

Table III.17
Paul Douglas Teacher Scholarship Program
Program Activity Summary
1989-90 and 1990-91

	Number	Dollar Amount
1989-90 Academic Year: Recipients by System		
University of Minnesota System	13	$ 59,018
State University System	14	57,180
Community College System	3	15,000
Private Colleges	40	193,678
Reciprocity Schools	1	5,000
Total	71	$329,876
1990-91 Academic Year: Recipients by System		
University of Minnesota System	14	$ 64,168
State University System	8	36,646
Community College System	1	5,000
Private Colleges	36	172,086
Reciprocity Schools	2	10,000
Total	61	$287,900

Number of 1989-90 Applications: 335
Number of 1990-91 Applications: 369

Source: Minnesota Higher Education Coordinating Board

Minnesota Minority Education Partnership. The Partnership is a collaborative effort of individuals committed to increasing the number of Minnesota students of color who graduate from secondary and post-secondary institutions. The *Summer Enrichment Guide* designated eligible programs participating in the HECB Summer Scholarships for Academic Enrichment Program. This effort by the Partnership and the Coordinating Board has resulted in the increased participation and awareness of summer enrichment programs, not only by students of color, but students of low income families who would have been unable to attend such programs were it not for the scholarship program.

Status: As shown in Table III.16, participation in the program continued to increase during the past two years.

Paul Douglas Teacher Scholarship Program

Objective: To provide financial aid to encourage and enable outstanding high school graduates interested in teaching to become pre-school, elementary or secondary school teachers.

Authority: Title V, Part E of the Higher Education Act of 1965 as amended by the Human Services Reauthorization Act of 1984, P.L. 98-558.

Background: The Paul Douglas Teacher Scholarship Program was enacted by Congress in 1984, and $10 million was appropriated for the program in Fiscal Year 1986. Minnesota's proportional share, based on population, was $173,000. Congress appropriated $15,705,003 for Fiscal Year 1987, and Minnesota's share was $281,290. Congress appropriated $17,523,651 for Fiscal Year 1988, and Minnesota's share was $318,733. Congress appropriated $16,612,359 for Fiscal Year 1989, and Minnesota's share was $300,254. Congress appropriated $14,923,235 for Fiscal Year 1990, and Minnesota's share was $270,824. No funds are provided for administration.

All scholarship recipients are obligated to teach pre-school, elementary school, or secondary school for two years for each

year of assistance they receive. Teaching economically disadvantaged students, or handicapped students, or students with limited English proficiency reduces the obligation to one year of teaching for each year of scholarship assistance. Students are not required to teach in Minnesota.

Students who fail to fulfill their teaching obligation with 10 years of graduation must repay all or part of their scholarships, including substantial interest plus collection fees.

Status: Since the program's inception, 176 Paul Douglas Teacher Scholarships have been awarded to Minnesota students.

State Student Loan Program and Other Federal Loan Programs

Objective: To improve access and choice of post-secondary education for Minnesota students by providing loans to assist them in paying for the costs of education.

Statutory Authority: *Minn. Stat.* Section 136A.15-136A.179 (1990).

Background: The 1973 Minnesota Legislature authorized the Higher Education Coordinating Board to establish and administer a State Student Loan Program as a direct lending institution under the Federal Guaranteed Student Loan (GSL) Program (now called Stafford Loan Program).

Details of the GSL Program are provided in the previous biennial reports to the governor and legislature.

Status: Until December 1989 the Coordinating Board was a lender of last resort under the Stafford Student Loan Program. All applicants were required to present evidence of having been refused a loan by two other lenders. All eligible applicants who applied to the state program received loans. Private lenders have shown increasing interest in providing Guaranteed Student Loans over the past several years. Because of a decreasing market share, the Board in January 1988 decided to curtail its lending in this program until it could be demonstrated that the Board's role as a lender of last resort was necessary to assure the availability of funds. At its December 1989 meeting, the Board voted to relinquish its role as lender of last resort to the Higher Education Assistance Foundation. The Board said it would continue to monitor changes in federal legislation and accessibility of guaranteed loans to Minnesota residents. The Board pointed out that a 1986 change in federal law identified the Higher Education Assistance Foundation as the lender of last resort if it cannot find another lender to serve this function. The Board made its last Stafford Loan in August 1989.

In July 1988, the Coordinating Board escrowed the outstanding bonds in the Guaranteed Student Loan Program and transferred the remaining assets of the program to the Loan Capital Fund. The purpose of this fund is to provide capital for the other loan programs administered by the Board in addition to providing loan capital for the Minnesota State Student Loan Program.

Table III.18 shows borrowing under the Stafford Student Loan Program from both private lenders and the Coordinating Board since Fiscal Year 1980. For Fiscal Years 1989 and 1990 Norwest Bank loans are not included because Norwest originated them in South Dakota. However, the Stafford Loan portion of medical and law loan packages are included because they originated in Minnesota. Table III.19 shows borrowing by post-secondary system under the Stafford Student Loan Program between Fiscal Years 1980 and 1990. Table III.20 shows borrowing in Minnesota under the federal Parent Loans for Undergraduate Students (PLUS) and Supplemental Loans for Students (SLS) Programs between Fiscal Years 1982 and 1990. These programs provide loans to parents of dependent students, to graduate students, and to independent undergraduates. Borrowers do not have to show need for these programs, but may have their credit worthiness examined. Students are required to apply for Stafford Loans and Pell grants before applying for supplemental loans.

Student Educational Loan Fund (SELF)

Objective: To help students who are ineligible for subsidized federal student loans, students who need to borrow more than is allowed under existing loan programs, and students who have limited access to other financial aid programs.

Statutory Authority: *Minn. Stat.* Section 136A.14-136A.1701 (1990).

Table III.18
Student Borrowing in Minnesota from the Higher Education Coordinating Board and Private Lenders Under the Guaranteed Student Loan Program Fiscal Years 1980-1990[1]

Fiscal Year	No. of HECB Loans	Total Dollars	Avg. Loan Size	No. of Loans by Private Lenders	Total Dollars	Avg. Loan Size	Total MN Loans (HECB & Private Lenders)	Total Dollars	Avg. Loan Size
1980	33,499	$ 62,108,509	$1,854	33,708	$ 69,710,462	$2,068	67,207	$131,818,971	$1,961
1981	55,648	109,522,423	1,968	51,766	113,693,881	2,196	107,414	223,216,304	2,078
1982	37,458	73,474,066	1,961	47,430	104,981,002	2,213	84,888	178,455,068	2,102
1983	33,268	64,388,000	1,935	58,509	125,544,340	2,146	91,777	189,932,540	2,069
1984	27,685	55,113,012	1,990	66,297	145,053,869	2,187	93,982	200,166,881	2,130
1985	16,863	35,095,001	2,081	81,659	179,649,649	2,200	98,522	214,744,650	2,180
1986	8,442	18,047,816	2,138	91,145	203,447,416	2,232	99,587	221,495,232	2,224
1987	5,490	12,987,640	2,366	78,705	181,060,210	2,300	84,195	194,047,850	2,305
1988	1,975	4,622,374	2,340	87,499	211,856,011	2,421	89,474	216,478,385	2,419
1989	23	65,018	2,827	56,915	142,545,265	2,505	56,938	142,610,283	2,505
1990	0	0	0	69,380	200,292,989	2,887	69,380	200,292,989	2,887

[1]Fiscal Years, October 1-September 30

Source: Minnesota Higher Education Coordinating Board and Higher Education Assistance Foundation

Background: Based on its study of student borrowing needs and options, the Coordinating Board in May 1984 directed staff to pursue the development, funding, and implementation of a new, supplemental loan program with a target date of fall 1984. Because of separate funding sources, there have been two phases of operation. The pilot program, Phase I, began June 1985, and ended September 1988. The continuation program, Phase II, began September 1988, and is still in operation.

This program is part of Minnesota's overall financial aid policy which provides grant assistance to students from families with limited financial resources but also expects students to contribute toward their education through savings, work, or borrowing.

Many of the program's provisions differ from those of existing loan programs. Because this program receives no subsidy or guarantee from the state or federal governments, the cost to the student for borrowing is higher than the cost under other existing subsidized programs. Phase I was funded by the sale of tax-exempt revenue bonds, Phase II from other agency sources. No state appropriations are used in either program phase.

Program Features: Eligible institutions are those that have signed an agreement with the Higher Education Coordinating Board listing the duties and responsibilities of both the institution and the Board in administering the program. The institution must be located in the United States or its territories or chartered in the Canadian Province of Manitoba and must have been approved by the U.S. Department of Education for participation in federal financial aid programs. Eligible students must:

- be enrolled in an eligible school in Minnesota or be a Minnesota resident enrolled in an eligible school in another state or U.S. territory, or Manitoba,
- be enrolled at least half time in a program leading to a certificate, associate, baccalaureate, graduate, or professional degree,
- be making satisfactory academic progress as defined by the school,

Table III.19
Borrowing Under the Guaranteed Student Loan Program by Post-Secondary System Fiscal Years 1980-1990[1]

System	FY 1980 No. Loans	FY 1980 Dollar Amount	FY 1981 No. Loans	FY 1981 Dollar Amount	FY 1982 No. Loans	FY 1982 Dollar Amount	FY 1983 No. Loans	FY 1983 Dollar Amount
University of Minnesota	11,592	$ 28,069,647	21,311	$ 52,631,224	16,531	$ 41,114,159	15,593	$ 39,191,292
State University	8,349	14,951,167	16,434	29,362,436	12,088	20,942,883	13,283	23,062,776
Community College	2,964	4,748,154	6,766	12,139,831	5,399	9,876,685	5,857	10,400,206
Tech. College	7,937	12,282,138	13,668	23,031,722	12,295	21,544,663	14,711	26,525,300
Private Two/Four Year[2]	17,603	37,046,290	30,593	64,417,467	25,330	55,580,372	28,433	63,933,817
Totals	48,445	$ 97,097,396	88,772	$181,582,680	71,663	$149,058,772	77,877	$163,113,391

System	FY 1984 No. Loans	FY 1984 Dollar Amount	FY 1985 No. Loans	FY 1985 Dollar Amount	FY 1986 No. Loans	FY 1986 Dollar Amount	FY 1987 No. Loans	FY 1987 Dollar Amount
University of Minnesota	14,888	$ 38,196,329	16,930	$ 43,677,653	19,789	$ 50,053,222	16,930	$ 44,432,338
State University	14,593	26,021,282	15,130	27,285,320	16,245	29,841,011	13,347	23,203,541
Community College	6,036	10,577,997	6,412	11,436,512	5,905	11,217,178	5,050	8,986,686
Tech. College	16,451	30,254,483	17,896	34,344,822	15,281	31,277,018	13,269	25,783,142
Private Two/Four Year[2]	79,547	63,856,779	27,069	64,050,086	25,033	59,830,643	25,476	64,117,574
Totals	79,547	$168,906,870	83,437	$180,794,393	82,793	$182,219,072	74,072	$166,523,281

System	FY 1988 No. Loans	FY 1988 Dollar Amount	FY 1989 No. Loans	FY 1989 Dollar Amount	FY 1990 No. Loans	FY 1990 Dollar Amount
University of Minnesota	18,283	$ 52,938,842	19,188	$ 56,679,911	18,687	$ 55,810,731
State University	15,890	28,321,128	14,654	25,281,696	18,020	33,999,474
Community College	6,036	11,238,429	5,532	9,707,012	7,072	13,099,977
Tech. College	13,962	28,673,734	10,194	18,919,256	11,179	21,227,043
Private Two/Four Year[2]	31,112	81,522,677	22,635	59,439,016	26,543	71,911,609
Totals	85,283	$202,694,810	72,203	$170,026,891	81,501	$196,048,834

[1]Includes Minnesota schools only; does not include Minnesota borrowers attending an institution outside Minnesota. Includes loans from private lenders and the state. Activity is for the federal fiscal year, October 1-September 30.
[2]Includes private collegiate, proprietary, and graduate institutions.

Source: Higher Education Assistance Foundation

Table III.20
Student Borrowing in Minnesota Under PLUS/SLS Program, Fiscal Years 1982-1990[1]

Fiscal Year	Number of Lenders	Number of Loans	Dollar Amount	Average Loan Size
1982	NA	552	$ 1,376,259	$2,493
1983	434	2,147	5,383,664	2,507
1984	434	3,094	7,811,897	2,524
1985	473	4,242	10,851,346	2,558
1986	467	4,422	10,112,101	2,287
1987	487	6,207	16,549,679	2,666
1988	488	13,860	39,797,698	2,871
1989	480	10,310	28,965,545	2,309
1990	467	16,573	51,803,728	3,126

[1]Federal fiscal years, October 1-September 30.

Source: Higher Education Assistance Foundation

- not be delinquent or in default of any student educational loan at the current or previous school,
- not be currently delinquent in payment of interest or principal on an outstanding loan from the SELF Programs,
- have a credit worthy co-signer,
- demonstrate financial eligibility by meeting the "maximum effort" test.

The financial aid officer at the eligible school will determine the amount a student can borrow. The loan amount cannot exceed the cost of attendance, as defined by the institution, minus other financial aid that the student has been awarded or is eligible to receive. The SELF loan, in combination with student aid from all known sources, cannot exceed the cost of attendance at the institution. The cost of attendance is the total amount it costs to attend a member school. It includes actual tuition and fees charged for the loan period; room and board charged for the loan period (or a reasonable allowance, as determined by the school, for off-campus living): and an allowance for books, supplies, transportation and personal expenses.

Cost of attendance		$xxx
Less available financial aid		
Federal loans and grants	$xx	
State grants	xx	
Institutional assistance	xx	
Total Aid		xx
SELF loan amount		$ xx

A student need not borrow the full amount for which he or she is eligible, although the minimum loan amount is $1,000.

Undergraduate students can borrow a maximum of $4,000 per year from SELF, not to exceed an aggregate indebtedness from all loan sources of $4,000 times the number of years in school, or $16,000, whichever is less.

Graduate students can borrow a maximum of $6,000 per year from SELF not to exceed an aggregate indebtedness of $25,000, including undergraduate debt. The minimum loan size is $1,000.

The borrower must pay interest and/or principal on the loan and also must pay a guarantee fee. The interest rate on SELF loans may change every week for loans made from Phase I, and every calendar quarter for loans made from Phase II. Interest will continue to vary throughout the life of the loan. For loans made from Phase I, the interest rate equals 3.25 percent in excess of the rate on the bonds sold to finance the program. Since June, 1985, the interest rate on Phase I loans has varied from 6.875

Table III.21
Student Educational Loan Fund
Total Cumulative Loans/Dollars Approved
Fiscal Years 1985-1990[1]

Fiscal Year	Number of Loans	Total Dollars Approved
1985	1,020	$ 3,789,362
1986	4,492	12,445,911
1987	11,062	30,910,683
1988	21,283	59,259,477
1989	31,574	86,046,515
1990	44,674	121,184,156

[1]Federal Fiscal Year: October 1-September 30.

Source: Minnesota Higher Education Coordinating Board

percent to 14.50 percent. From June, 1985 to October 1990, the average of weekly interest rate charges was 8.95 percent.

For loans made from Phase II, the interest equals 1.50 percent in excess of the average weekly sale price of the 13-week Treasury Bill sales for the previous calendar quarter. Since September 1988, the Phase II interest rate has averaged 9.50 percent.

Until July 1, 1989, all borrowers were charged a one-time guarantee fee of up to 6.25 percent of the loan amount. Fee proceeds were placed in a reserve fund to cover a portion of insurance claims in the event of nonpayment of interest and principal amounts by borrowers and co-signers. The fee was nonrefundable and was deducted from each loan amount when it was disbursed. But as of July 1, 1989, the guarantee fee was eliminated from the program because the default history of the SELF Program was low enough that a larger insurance fund was not needed. However, the default rates are monitored closely, and the Board reserves the right to reinstate a guarantee fee if the default rate begins to jeopardize the program's viability.

All borrowers must obtain a co-signer. Co-signers may include someone from the student's immediate family or other interested third parties. The co-signer must have demonstrated through past performance that he or she has not had difficulty in repaying debts. The Board will verify the credit-worthiness of co-signers by checking information available through one of several nationally located credit bureaus. Those not found in a credit bureau will complete a personal financial statement which is used to determine credit-worthiness.

The borrower must pay interest on a quarterly basis while in school. This is called the "in-school period." Interest payments will start approximately 90 days from the disbursement of the loan check. The borrower may, if he or she chooses, begin repaying the principal while in school. During the first 12 months after graduation or termination of study, the borrower will be converted to a monthly interest repayment schedule. This 12 month period is called the "transition period." Payment of principal and interest will be monthly starting on the 13th month after graduation or termination of study. This is called the "repayment period." Borrowers of loans from Phase II have the choice of a second repayment schedule called the "Extended Interest Plan." This optional plan allows the borrower to extend the 12 month transition period an additional 24 months, for a total 3-year transition period of monthly interest only payments. While the "Extended Interest"

Table III.22
Student Educational Loan Fund, Loans Approved by School Type Fiscal Year 1989

School System	Loan Amount Approved	No. of Loans Approved	Percent of Loans Approved	Percent of Dollars Approved	Average Loan Size
University of Minnesota	$ 3,538,567	1,283	12.46	13.21	$1,758.04
State Universities	9,879,811	3,942	38.29	36.88	2,506.29
Community Colleges	1,162,839	525	5.10	4.34	2,214.93
Private Four Year	7,717,971	2,759	26.80	28.81	2,797.37
Technical Colleges	1,427,944	594	5.77	5.33	2,403.95
Proprietary (Term-Based)	1,161,860	441	4.28	4.33	2,634.60
Proprietary (Clock Hour Based)	294,899	143	1.38	1.10	2,062.23
Out-of-State	1,603,147	607	5.89	5.89	2,641.09
Total	$26,787,038	20,294	100.00	100.00	$2,502.12

Source: Minnesota Higher Education Coordinating Board

plan lengthens the transition period by two years, it also shortens the repayment period by the same two years, making this optional plan a bit more expensive for the borrower.

For loans made from Phase I, the maximum loan repayment period is 10 years from the time the student graduates or terminates study, 15 years from the date of the first loan disbursement, or November 1, 2000, whichever is least. For loans made from Phase II, the maximum loan repayment period is 10 years from the time the student graduates or terminates study, or 15 years from the date of the first loan disbursement, whichever is less. A shorter repayment period may be arranged. A minimum annual payment of $600 of loan principal and accrued interest will be required of all borrowers, including SELF loans to spouses during the repayment period.

All of a borrower's SELF loan payments in Phase I may be combined into a single bill when he or she enters the repayment period. All of a borrower's SELF loan payments in Phase II may be combined into a single bill when he or she begins the in-school period of repayment.

Borrowers are encouraged to repay as quickly as possible. There is no penalty for prepaying SELF loans.

If the borrower who has left school is delinquent in payment beyond 120 days or has failed to meet any of the other conditions of the loan, the repayment responsibility will shift to the co-signer. If a loan should be in default, the program or its insurers will then take one or more of the following actions:

- Work to effect repayment through the Minnesota Revenue Recapture Act. Under this law, the borrower or the co-signer's state income tax and property tax refunds can be diverted to repay amounts owed to the state.
- Take legal action against the borrower for repayment.
- Take legal action against the co-signer for repayment.
- Report the borrower's defaulted loan to the credit bureau.
- Report the co-signer's defaulted loan to the credit bureau.

Borrowers cannot have their loan obligations discharged through bankruptcy for five years after leaving school. Federal bankruptcy laws exclude from discharge loans made by a state agency, except in hardship circumstances.

Table III.23
Student Educational Loan Fund, Loans Approved by School Type Fiscal Year 1990

School System	Loan Amount Approved	No. of Loans Approved	Percent of Loans Approved	Percent of Dollars Approved	Average Loan Size
University of Minnesota	$ 4,766,142	1,666	12.72	13.56	$2,860.83
State Universities	13,620,101	5,236	39.97	38.76	2,601.24
Community Colleges	1,320,217	624	4.76	3.76	2,115.73
Private Four Year	9,180,838	3,184	24.30	26.12	2,883.42
Technical Colleges	1,796,847	731	5.58	5.11	2,458.07
Proprietary (Term-Based)	1,424,372	547	4.18	4.06	2,604.88
Proprietary (Clock Hour Based)	405,234	174	1.33	1.15	2,328.93
Out-of-State	2,623,390	938	7.16	7.47	2,796.79
Total	$35,137,641	13,100	100.00	100.00	$2,682.26

Source: Minnesota Higher Education Coordinating Board

Security for the program against the risks of death, default, and disability is provided solely by the Higher Education Coordinating Board for Phase II of the program, and by the Higher Education Coordinating Board in conjunction with a nationally rated reinsurer for Phase I of the program.

Funding: The original source of program funding, a $60 million issue of tax exempt revenue bonds in Fiscal Year 1985, was exhausted in September, 1988. To ensure the availability of loan capital for the program, the Coordinating Board in June 1987 authorized staff to restructure its student loan programs so that existing reserves can be used for the SELF program. A lender under the federal Guaranteed Student Loan Program since 1974, the Board had accumulated reserves in the State Student Loan Program and transferred the remaining assets to the Board's Loan Capital Fund. This fund is expected to meet the loan capital requirements of the SELF program until 1993-94. Plans are being made for the continuation of funding after 1993-94.

Status: Tables III.21 through III.23 show activity under the program. To help respond to questions and concerns from borrowers, the Higher Education Coordinating Board in 1988 arranged for the installation of a toll-free telephone number at HEMAR, the agency which services SELF loans.

Graduated Repayment Income Protection Program (GRIP)

Objective: To help graduates of Minnesota schools in dentistry, medicine, pharmacy, veterinary medicine, public health and chiropractic medicine and Minnesota residents graduating from optometry and osteopathy programs repay their student loans with a repayment loan based on their projected annual income.

Statutory Authority: *Laws of Minnesota for 1985*, First Special Session, Chapter 11, Section 3, Subdivision 6. *Laws of Minnesota for 1987*, Chapter 401, Section 2, Subdivision 6, *Laws of Minnesota for 1988*, Chapter 703, Article 1, Section 22, and *Laws of Minnesota for 1989*, Chapter 293, Section 2, Subd. 6.

Background: The first applications from graduates were received in February 1987. The 1987 Legislature approved continued funding for GRIP and added programs in public health and chiropractic medicine.

The 1987 Legislature mandated that the Minnesota Higher Education Coordinating Board study the potential for expansion of the Graduated Repayment Income Protection (GRIP) Program to all academic programs with specific attention to osteopathic medicine and optometry graduates and report in December 1987.

Table III.24
GRIP Loans Outstanding as of October 10, 1990

Program	Number of Borrowers	Outstanding Loan Principal to Date	Percent of Loans Approved	Percent of Dollars Approved
Chiropractic	71	$590,078.54	65.7	75.2
Dentistry	5	22,011.83	4.6	4.1
Medicine/Osteopathy	12	46,135.11	11.1	5.9
Veterinary Medicine	17	98,606.62	15.7	12.6
Public Health	0	0.00	0.0	0.0
Pharmacy	0	0.00	0.0	0.0
Optometry	108	18,346.66	2.8	2.3
Totals	108	$785,178.76	100.0	100.0

Source: Minnesota Higher Education Coordinating Board

In December 1987, the Board recommended to the legislature that Minnesota residents graduating from optometry and osteopathy programs be included in GRIP, and that consideration to expand GRIP to graduates of other academic programs be postponed until the fall of 1988.[2] This postponement was to enable the Board to:

- gather information on emerging commercial loan consolidation programs,
- work with better information on student debt load, and
- gain experience with GRIP.

The 1988 Legislature accepted the recommendations to add Minnesota residents graduating from optometry and osteopathy programs.

Program Operation: The Graduated Repayment Income Protection Program (GRIP) helps graduates in specific professions repay their student loans by providing a repayment plan based on average annual income for the respective professions.

Status: During 44 months of operation, 108 borrowers were accepted into GRIP from the eight approved programs, as shown in Table III.24. This included 71 chiropractors, 5 dentists 12 physicians and osteopaths, and 17 veterinarians. As of October 1990, $785,178 had been required for GRIP loans; this was significantly below the originally estimated number of applicants and capital requirements of 334 applicants per year and $2.4 million loan capital for the period from 1987 to 2005.

In October 1988, the Board received a staff report analyzing the implications of expanding GRIP.

The Board recommended that it delay action on the expansion of GRIP for two years to allow time for further experience with the limited GRIP Program and with commercial alternatives coming into the market. Additional time also would permit exploration of long-term financing options and analysis of need for the GRIP concept under changed circumstances.[3]

The 1989 Legislature directed the Board to study the possible inclusion of students in other academic programs and report its recommendations to the legislature by December 1, 1990. The Board was scheduled to receive a report in December 1990.

Medical and Osteopathy Loan Program

Objective: To provide financial assistance to medical and osteopathy students who agree to practice in rural communities in Minnesota designated as areas in need of medical doctors or osteopathy.

Background: The Medical and Osteopathy Student Loan

[2] Minnesota Higher Education Coordinating Board, *Expansion of the GRIP Program to Cover Academic Programs, Including Optometry and Osteopathy with Coordinating Board Recommendations* (December 1987).

[3] Minnesota Higher Education Coordinating Board, *Analysis of Implications of the Expansion of the Graduated Repayment Income Protection Program with Coordinating Board Recommendations* (November 1988).

Table III.25
Status of the Minnesota Medical and Osteopathy Loan Program As of May 1990

	No. of Participants	Percentage of Students	No. of Loans	Cumulative Loan Amount	Average Amount of Debt
In School	0	0%	0	$ 0	$ 0
In Residency	0	0	0	0	0
Subtotal:	0	0%	0	$ 0	0
In Repayment	36	17.91	129	739,000.00	20,528
Repaid	120	59.70	338	1,902,372.00	15,853
Subtotal:	156	77.61%	467	$2,641,372.00	
Rural Practice					
Completed	37	18.41	117	651,500.00	17,608
Incomplete	4	1.90	16	95,000.00	23,750
Subtotal	41	20.31%	133	$ 746,500.00	
Bankruptcy	4	1.99	12	66,538.85	—
Subtotal	4	1.99	12	66,538.85	
Totals	201	100.00%	612	$3,454,410.85	$17,186

Average Number of Loans/Student = 3.0

Participants have located in the following communities for loan forgiveness purposes:

- Albany-Holdingford
- Arlington
- Belle Plaine
- Benson
- Bertha
- Big Fork
- Blue Earth
- Cambridge
- Cass Lake
- Chisago City
- Deer River
- Elbow Lake
- Foley
- Fosston-Bagley
- Hawley
- Henderson
- Long Prairie
- Madison
- Mahnomen
- Milaca
- Moose Lake
- Mora
- New Richland
- New York Mills
- Parkers Prairie
- Paynesville
- Pequot Lakes
- Perham
- Pine River
- Plainview
- Princeton
- Red Lake Falls
- Redwood Falls
- Roseau
- St. James
- Spring Grove
- Springfield
- Starbuck
- Windom

Source: Minnesota Higher Education Coordinating Board

Program was created by the 1973 Legislature to provide assistance to Minnesota students in medicine or osteopathic medicine who intend to practice in rural areas in Minnesota that have physician shortages. Up to 24 students were allowed to enter the program each year until a phaseout of it began in 1981.

Status: All revenue bonds that funded this program have matured. Currently 36 doctors with an outstanding indebtedness of $575,000 are making payments on their loans. The receipts from payments on these loans are deposited in the General Fund. Table III.24 summarizes the activity under this program.

Nonfinancial Aid Programs

Introduction

In addition to the financial aid programs, Minnesota assists its residents through several other statewide programs. Described below are the interstate tuition reciprocity programs, MINITEX, the Private Institutions Registration Program, the Minnesota Post-High School Planning Program, the Optometry and Osteopathy Contracting Program, the federal Dwight D. Eisenhower Mathematics and Science Education Grants, Campus Community Service Grants, and the Enterprise Development Partnership Centers.

Table III.26
Minnesota-Wisconsin Participation and Balance of Payment Trends, 1979-80 — 1989-90

	Academic Year										
	'79-80	'80-81	'81-82	'82-83	'83-84	'84-85	'85-86	'86-87	'87-88	'88-89	'89-90[2]
Minnesota Residents in Wisconsin[1]											
UW-Eau Claire	748	905	943	1,040	1,064	1,025	1,115	1,224	1,304	1,336	1,392
UW-LaCrosse	801	827	863	866	924	835	865	826	834	832	853
UW-Madison	1,160	1,255	1,320	1,410	1,523	1,502	1,780	1,855	1,988	2,219	2,458
UW-River Falls	1,777	1,915	1,959	1,961	1,993	1,758	1,921	2,119	2,168	2,376	2,292
UW-Stout	1,513	1,740	1,859	1,899	1,823	1,802	1,950	1,996	1,964	1,883	1,794
UW-Superior	458	487	503	470	430	354	548	639	688	704	780
Other	435	461	522	555	500	1,062	479	453	482	525	559
Total	6,892	7,590	7,969	8,201	8,257	8,338	8,658	9,112	9,428	9,875	10,128
Wisconsin Residents in Minnesota[1]											
UM-Duluth	214	271	296	292	290	329	350	329	357	354	402
UM-Twin Cities	1,890	1,842	1,984	2,055	2,027	1,978	2,048	2,179	2,511	2,763	2,863
Mankato State	105	101	144	144	138	125	166	167	215	261	299
Winona State	606	605	617	633	634	626	682	763	933	1,181	1,317
Other	317	317	354	397	436	485	524	506	613	525	559
Total	3,132	3,136	3,395	3,521	3,525	3,543	3,770	3,944	4,627	5,346	5,860
Payments by Minnesota (millions)[3]	$4.1	$5.6	$3.9[4]	$5.3	$2.8	$2.7	$3.0	$3.9	$3.2[4]	$4.6	$5.5
Net Cost per Student (thousands)	$1.1	$1.3	$ .9	$1.1	$ .6	$ .6	$ .6	$ .8	$ .6	$1.0	$1.3

[1]Based on Fall Headcount.
[2]Based on Fall Headcount that has not been verified.
[3]Funds for a year's activity come from the subsequent Fiscal Year appropriations. For example, the Fiscal Year 1989 appropriation is used for the 1987-88 program activity.
[4]Was $5.1 million prior to one-time adjustment of $1.2 million.

Source: Minnesota Higher Education Coordinating Board

Interstate Tuition Reciprocity

Objective: To increase access and choice for Minnesota post-secondary students, to encourage the maximum use of educational facilities, and to minimize duplication of educational efforts among participating states and institutions.

Statutory Authority: *Minn. Stat.* Section 136A.08 (1990).

Background: Authorization to enter into reciprocity agreements with neighboring states was one of the first responsibilities assigned to the Higher Education Coordinating Board. This authority recognizes that opportunities for post-secondary education should extend beyond state boundaries and that historically states have tended to develop systems of post-secondary education facilities and programs in contiguous states. The reciprocity agreements have expanded educational choice for students, limited unnecessary duplication of programs and facilities around state boundaries, and reduced cost to the Minnesota taxpayer.

Status: Following is a summary of changes in the status of the agreements during the past two years.

Table III.27
Minnesota-Wisconsin Annual Tuition, 1990-91 Resident, Non-Resident, and Reciprocity Rates

	Rates		
	Resident	Non-Resident	Reciprocity
Wisconsin			
1. Doctoral Institutions (UW-Madison and Milwaukee)			
Undergraduate	1,882	$ 6,606	$2,304[1]
Graduate	2,692	8,557	3,090[1]
Law	2,964	8,897	4,366
Veterinary Medicine*	6,930	10,128	5,956
Medicine*	9,037	13,208	7,876[1]
2. University Cluster (Green Bay, Parkside, Eau Claire, LaCrosse, Oshkosh, Platteville, River Falls, Stevens Point, Stout, Superior, Whitewater)			
Undergraduate	1,528	5,175	1,634
Graduate	1,964	6,352	1,872
3. University Center System			
Undergraduate	1,251	4,135	1,372
Minnesota			
1. Doctoral Institutions (UMTC and UMD)			
Undergraduate	2,304	6,724	1,882
Graduate	3,090	6,180	2,692
Law	4,366	8,730	2,964
Veterinary Medicine*	5,955	8,933	6,930
Medicine*	7,875	15,750	9,037
Dentistry*	6,435	9,653	6,435
2. University Cluster			
Minnesota State Universities			
Undergraduate	1,634	2,804	1,528
Graduate	1,872	2,700	1,964
UM — Morris			
Lower Division	2,237	5,591	1,528
Upper Division	2,426	6,064	1,964
3. University Center			
Minnesota Community Colleges[1]	1,372[2]	2,115[2]	1,251
UM-Crookston	2,237	5,591	1,251
UM-Waseca	2,237	5,591	1,251

[1]Tuition schedule for reciprocity and resident tuition may vary due to averaging, different tuition plateaus , annual credits and/or rounding.
[2]$2.25 activity fee deducted.

*Applies to students initially enrolled prior to the 1987-88 academic year. Professional students initially enrolled in a Doctor of Medicine, Doctor of Dental Sciences, or Doctor of Veterinary Medicine program in the public institutions of either state beginning with the 1987-88 academic year will be ineligible for reciprocity tuition under this agreement.

Source: Minnesota Higher Education Coordinating Board

Table III.28
Minnesota-North Dakota Participation and Balance of Payment Trends, 1979-80 — 1989-90

	Academic Year										
	'79-80	'80-81	'81-82	'82-83	'83-84	'84-85	'85-86	'86-87	'87-88	'88-89	'89-90[2]
Minnesota Residents in North Dakota[1]											
University of North Dakota	1,404	1,801	1,900	2,276	2,308	2,152	2,134	2,262	2,363	2,760	2,892
North Dakota State University	1,798	2,031	2,255	2,530	2,588	2,650	2,651	2,542	2,617	2,802	2,943
North Dakota College of Science	362	459	457	524	453	447	387	420	396	410	378
Other	134	137	127	127	187	193	181	165	158	167	164
Total	3,698	4,428	4,739	5,457	5,536	5,442	5,353	5,389	5,534	6,139	6,577
North Dakota Residents in Minnesota[1]											
UM-Twin Cities	235	254	256	262	222	210	224	284	318	340	354
Moorhead State	2,138	2,394	2,702	2,385	2,333	2,464	2,730	2,705	2,918	2,960	2,967
Other	261	271	286	282	329	309	331	393	326	356	415
Total	2,624	2,919	3,244	2,929	2,884	2,983	3,285	3,382	3,562	3,656	3,736
MN Residents in ND Vocational[1]											
Bismarck State College				1	1	1	6	1	1	3	3
UND Lake Region				0	1	1	1	3	5	2	1
UND-Williston				0	0	1	0	0	1	0	0
Total				1	2	3	7	4	7	5	4
ND Residents in MN Vocational[1]											
East Grand Forks				267	300	259	319	273	325	340	382
Moorhead				355	437	449	409	414	403	414	429
Other				59	102	129	118	168	164	220	219
Total				681	839	837	846	855	892	974	1,030
Payments by Minnesota (millions)[3]	$.8	$.9	$1.0	$1.1	$.06	$.0	$.0	$.0	$.0	$.0	$.7
Net Cost Per Student (thousands)	$.8	$.6	$.7	$.6	$.1	$.0	$.0	$.0	$.0	$.0	$.4

[1]Based on Fall Headcount.
[2]Based on Fall Headcount that has not been verified.
[3]Funds for a year's activity come from the subsequent Fiscal Year appropriations. For example, the Fiscal Year 1987 appropriation is used for the 1985-86 program activity.

Source: Minnesota Higher Education Coordinating Board

Minnesota-Wisconsin Agreement: In May 1990, the Coordinating Board approved an eight year extension of the existing higher education tuition reciprocity agreement between the states. The existing agreement became effective July 1, 1983 and ends June 30, 1991. The new agreement makes few changes in the existing agreement.

Minnesota-North Dakota Agreement: In May 1990, the Coordinating Board adopted a new agreement with North Dakota. The new agreement includes two student tuition

Table III.29
Minnesota-North Dakota Annual Tuition, 1990-91 Resident, Non-Resident, and Reciprocity Rates

	Rates		
	Resident	Non-Resident	Reciprocity
N. Dakota State U, U of North Dakota and Minot State			
Graduate	2,016	$ 5,382	$2,322[1]
Law	2,208	5,896	2,280
Medicine	7,828	21,186	8,708
Minnesota State Universities			
Graduate	1,872	2,700	2,073
University of Minnesota — Twin Cities			
Undergraduate (CLA — Lower Division)	2,237	5,591	2,375
Graduate	3,090	6,180	3,441
Law	4,366	8,730	4,616
Veterinary Medicine	5,955	8,933	8,933
Medicine	7,875	15,750	8,808
Dentistry	6,435	9,653	9,653
University of Minnesota-Duluth			
Graduate	3,090	6,180	3,441
Medicine	7,875	15,750	8,808
Minnesota TCs	1,496	2,992	1,748
Undergraduate			
U of North Dakota	1,808	4,824	2,262
North Dakota State U.-Fargo	1,890	5,046	2,262
Minnesota State Universities	1,634	2,804	1,944
U of M Campuses	2,237	5,591	2,072
Dickinson, Mayville, Minot, Valley City State Universities	1,482	3,854	1,788
Undergraduate			
North Dakota Colleges (Wahpeton College of Science	1,482	3,878	1,874
University of North Dakota Bottineau	1,440	2,970	1,665
Bismarck State College	1,482	3,878	1,874
University of North Dakota Lake Region	1,482	3,878	1,874
University of North Dakota Williston	1,482	3,878	1,874
Minnesota Community Colleges[1]	1,372[1]	2,115[1]	1,572[1]

[1]$2.25 activity fee deducted.

Source: Minnesota Higher Education Coordinating Board

categories and tuition rates, which will be phased in over the next two years. By the 1991-92 academic year, North Dakota students attending any Minnesota institution in the agreement will pay 125 percent of tuition charged Minnesota resident students at that institution and the program in which the student is enrolled.

Minnesota students attending any North Dakota institution encompassed in the agreement will pay 125 percent of the tuition charged North Dakota students at that institution and in the program in which the student is enrolled. North Dakota students attending the College of Dentistry or the College of Veterinary Medicine at the University of Minnesota will pay 150 percent of the tuition charged Minnesota students attending those colleges in 1990-91 and 125 percent of the resident tuition in 1991-92.

If more students from one state receive additional services in the other state than occur in the reverse situation, the state

Table III.30
Minnesota-South Dakota Participation and Balance of Payment Trends, 1980-81 — 1989-90

	Academic Year									
	'80-81	'81-82	'82-83	'83-84	'84-85	'85-86	'86-87	'87-88	'88-89	'89-90[2]
Minnesota Residents in South Dakota[1]										
South Dakota State University	757	944	1,058	949	863	812	817	708	713	842
South Dakota State M&T	51	62	75	92	69	63	52	44	44	40
University South Dakota-Vermillion	82	94	120	114	113	99	112	114	124	128
Other	51	91	101	78	70	53	57	77	87	88
Total	941	1,191	1,354	1,233	1,115	1,027	1,038	943	968	1,098
South Dakota Residents in Minnesota[1]										
UM-Twin Cities	295	335	368	343	314	325	405	407	432	423
Mankato State University	116	135	173	172	191	261	300	326	338	321
Moorhead State University	97	120	145	143	185	254	312	357	427	484
S.W. State University	91	114	117	179	236	271	315	319	377	381
UM — Morris	48	82	90	99	132	141	146	136	118	97
St. Cloud State University	47	54	63	71	59	69	80	76	70	88
Other	52	72	63	71	78	64	77	90	96	110
Total	746	912	1,019	1,077	1,195	1,385	1,635	1,711	1,852	1,904
Minnesota Residents in South Dakota Vocational										
Lake Area Vocational Technical Institute						27	31			
Mitchell Vocational Technical Institute						0	0			
Southeast Vocational Technical Institute						13	17			
Western Dakota Vocational Technical Institute						0	0			
Total						40	48			
South Dakota Residents in Minnesota Vocational[1]										
Canby						39	50			
Granite Falls						42	68			
Pipestone						51	81			
Other						43	88			
Total						75	287			
Payments by Minnesota (millions)[3]	$ .3	$ .4	$ .6	$ .1	$.0	$.0	$ .0	$.0	$.0	$.0
Payments by South Dakota (millions)	$ .0	$ .0	$ .0	$ .0	$.06	$.1	$.1	$.1	$.0	$.0
Net Cost per Student (thousands)	$1.5	$1.4	$1.4	$.6	$.8	$.2	$.1	$.0	$.0	$.0

[1]Based on Fall Headcount.
[2]Based on Fall Headcount that has not been verified.
[3]Funds for a year's activity come from the subsequent Fiscal Year appropriations. For example, the Fiscal Year 1989 appropriation is used for the 1987-88 program activity.

Source: Minnesota Higher Education Coordinating Board

Table III.31
Minnesota-South Dakota Annual Tuition, 1990-91 Resident, Non-Resident, and Reciprocity Rates

	Rates		
	Resident	Non-Resident	Reciprocity
Category I			
Graduate/professional students pay the resident tuition rate of the state in which the institution is located. Undergraduate students attending the U of M Twin Cities pay the resident tuition rate at that institution.			
U of South Dakota-Vermillion, South Dakota State University, South Dakota School of Mines and Technology			
Graduate	$1,402	$ 2,752	$1,402[1]
Medical	6,050	12,500	6,050
U of M — Twin Cities			
Graduate	3,090	6,180	3,090
Dentistry	6,435	9,653	6,435
Medicine	7,875	15,750	7,875
Law	4,366	8,730	4,366
Veterinary Medicine	5,955	8,933	5,955
Undergraduate (CLA — Lower Division)	2,237	5,591	2,371
U of M — Duluth			
Graduate	3,090	6,180	3,090
Medicine	7,875	15,750	7,875
Minnesota State Universities			
Graduate	1,872	2,700	1,872
South Dakota Colleges Graduate (Northern State, Black Hills State)	1,376	2,540	1,376
Graduate Dakota State University	1,375	1,376	1,376
Category II — Undergraduates			
U of South Dakota-Vermillion, South Dakota State University, South Dakota School of Mines and Technology	1,254	2,858	1,254
UM — Duluth (College of Letters and Sciences)			
Lower Division	2,237	5,591	2,237
Upper Division	2,436	6,090	2,436
UM — Morris			
Lower Division	2,237	5,591	2,237
Upper Division	2,426	6,064	2,426
UM — Waseca	2,237	5,591	2,237
UM — Crookston	2,237	5,591	2,237
Category III — Undergraduates			
South Dakota Colleges (Northern State, Dakota SU, Black Hills)	1,218	2,576	1,218
Minnesota State Universities	1,634	2,804	1,634
Minnesota Community Colleges[1]	1,372[1]	2,115[1]	1,372[1]

[1]$2.25 activity fee deducted.

Source: Minnesota Higher Education Coordinating Board

Table III.32
Minnesota-Iowa Participation and Balance of Payment Trends, 1979-80 — 1989-90

	Academic Year										
	'79-80	'80-81	'81-82	'82-83	'83-84	'84-85	'85-86	'86-87	'87-88	'88-89	'89-90[2]
Minnesota Residents in Iowa[1]											
Iowa Lakes Community College	61	71	56	62	74	68	78	50	50	52	50
Northwest Iowa Tech. College	3	14	10	4	6	2	13	11	6	7	13
Total	64	85	66	66	80	70	91	61	56	59	63
Iowa Residents in Minnesota[1]											
Jackson Technical College	51	54	46	66	73	55	66	92	69	49	38
Pipestone Technical College	5	7	12	17	13	13	17	12	8	7	3
Worthington Community College	96	125	50	48	43	47	54	50	35	55	48
Total	152	186	108	131	129	115	137	154	112	111	89

[1]Based on Fall Headcount

Source: Minnesota Higher Education Coordinating Board

sending the larger number of students will pay the state educating the larger number of students an amount equal to 25 percent of the resident undergraduate tuition at the University of North Dakota times the number of full-time equivalent students creating the difference.

Funding Status: The 1989 Legislature appropriated $4.3 million to the Coordinating Board for each year of the 1990-91 biennium. Because more than twice as many Minnesota students attend Wisconsin institutions, Minnesota has paid Wisconsin a balance of payments each year since the program began. In Fiscal Year 1990, Minnesota paid Wisconsin $4.6 million, or $300,000 above the legislative appropriation. In order to do this, the Board implemented its authority to use Fiscal Year 1991 appropriations. The Board, however, requested a supplemental appropriation from the 1990 legislature to cover projected 1991 obligations to Wisconsin.

In developing its 1990-91 biennial budget request, the Board was not able to fully assess the impact on reciprocity of enrollment caps initiated by Wisconsin in 1987-88. The Board assumed that the enrollment cap would reduce the number of Wisconsin students attending Minnesota institutions, thereby increasing Wisconsin's liability. However, the rate of increase of Minnesota students in Wisconsin grew, rather than decreased. The rate of Wisconsin students in Minnesota schools increased but not enough to make a substantial difference in Wisconsin's liability.

Further, Minnesota's payments to Wisconsin have been increasing because more Minnesota students appear to be taking larger credit loads at high cost Wisconsin institutions, while much of the increase in Wisconsin students appears to be for part-time attendance at lower cost schools.

The 1990 Legislature provided a $750,000 supplemental appropriation for reciprocity with Wisconsin. Further, the Board was authorized, if an unencumbered balance is projected in the appropriation for the State Grant Program after October 1, 1990, to transfer funds to the interstate tuition reciprocity account after seeking the advisory recommendation of the Legislative Advisory Commission.[4]

Minnesota paid $5.67 million in Fiscal Year 1991 for program activity in the 1989-90 school year.

[4]*Laws of Minnesota for 1990*, Chapter 591, Article 1, Section 2, Subd. 3.

Table III.33
Actual and Projected Participation and Fiscal Trends Under Tuition Reciprocity Program, 1982-83 to 1991-92

Academic Year	1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	Projected 1989-90	Estimated 1990-91	Estimated 1991-92
Fiscal Year	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
Appropriations	$6,850,000	$4,800,000	$2,800,000	$4,000,000[1]	$3,700,000	$4,300,000	$4,300,000	$5,075,000	$6,200,000	$7,000,000
MN Payments to										
Wisc.	$5.3 m.	$2.8 m.	$2.7 m.	$3.1 m.	$3.9 m.	$3.2 m.	$4.6 m.	$5.6 m.	$6.2 m.	$7.0 m.
N.D.	$1.1 m.	$ 49,000 E.	0	0	0	0	0	0	$ 7 m.	$ 7 m.
S.D.	$600,000	$117,000 E.	00	0	0	0	0	0	0	0
Total	$7 m.	$3.0 m.	$2.7 m.	$3.1 m.	$3.9 m.	$3.2 m.	$4.6 m.	$5.5 m.	$6.9 m.	$7.7 m.
Reciprocity Payments to MN										
SD			$.06	$.01	$0.1	0	0	0	0	0
Net Payments			$2.64	$3.0	$3.8	$3.2	$4.6	$5.6	$6.9 m.	$7.7 m.
MN Residents in Reciprocity States										
Wisc.	8,201	8,257	8,338	8,658	9,112	9,428	9,875	10,130	10,883	11,210
N.D.	5,457	5,536	5,445	5,360	5,393	5,541	6,144	6,372	6,608	6,852
S.D.	1,354	1,233	1,115	1,067	1,086	943	968	1,098	1,184	1,219
Iowa	66	80	70	91	61	56	59	63	66	69
Total	15,078	15,106	14,968	15,176	15,652	15,968	17,046	17,663	18,741	19,350
Reciprocity State Residents in MN Schools										
Wisc.	3,521	3,525	3,543	3,770	3,994	4,629	5,346	5,558	6,329	6,772
N.D.	3,610	3,723	3,820	4,131	4,237	4,454	4,630	4,764	4,859	5,005
S.D.	1,019	1,077	1,195	1,560	1,922	1,711	1,852	1,903	1,960	2,019
Iowa	131	129	115	137	168	112	170	89	93	98
Total	8,281	8,454	8,673	9,598	10,257	10,906	11,998	12,314	13,241	13,894
Net Students	6,797	6,652	6,295	5,578	5,395	5,062	5,048	5,349	5,500	5,456
MN cost per net student	1,03 0	451	429	556	723	632	901	1,092	1,255	1,411
S.D. cost per net student			750	202	119	0	0	0	0	00

[1]1986 Legislature reduced amount to $3,000,000

Source: Minnesota Higher Education Coordinating Board

MINITEX

Objective: To establish and facilitate a system of resource sharing of services among higher education libraries, state agency libraries, and other libraries that elect to contract for services.

Statutory Authority: *Laws of Minnesota 1989*, Chapter 293, Section 2, Subdivision 7.

Background: The MINITEX Library Information Network was established as a program of the Higher Education Coordinating Board to facilitate resource sharing among higher education and state agency libraries in Minnesota, and to aid in the reduction of unit costs in these libraries. Since Fiscal Year 1988, MINITEX fulfilled this objective through three major activities: (1) document delivery, (2) creation and maintenance of a union list of serials holdings of the participating libraries and (3) a common data base of participants' books and non-print holdings through participation in a national program of on-line shared cataloging. In addition, two secondary services MINITEX provided previously without a fee are now provided on a reimbursement basis. These services are periodical exchange and a reference service to participating libraries.

Table III.34
Actual and Projected MINITEX Activity Supported by State Appropriations Fiscal Years 1987-93

Fiscal Year Academic Year	Actual FY 87 (1986-87)	Actual FY 88 (1987-88)	Actual FY 89 (1988-89)	Actual FY 90 (1989-90)	Estimated FY 91 (1990-91)	Estimated FY 92 (1991-92)	Estimated FY 93 (1992-93)
No. of libraries served	130	130	130	130	130	130	130
Document delivery	134,750	140,724	163,842	188,134	222,000	260,000	306,000
Periodical exchanges	6,041	0	0	0	0	0	0
Reference	700	0	0	0	0	0	0
No. of OCLC libraries	93	94	95	96	97	97	97
Work sessions	60	70	89	75	105	145	150

Source: MINITEX Office

One hundred thirty Minnesota post-secondary and state agency libraries currently participate in the MINITEX programs, supported by state appropriations to the Coordinating Board. In addition, public libraries in Minnesota participate through the Office of Library Development and Services, and libraries in North and South Dakota participate under contracts that also provide funding. Within Minnesota, 59 percent of MINITEX document delivery requests come from Greater Minnesota.

MINITEX services are designed to provide students, faculty, and other residents of Minnesota with maximum access to library resources around the state and region. Maintenance of the program is essential in Minnesota due to a high concentration of total state library resources in the Twin Cities area. Over 60 percent of document delivery requests are filled from the University of Minnesota-Twin Cities library collections, the Minneapolis Public Library and Information Center, and the Minnesota Department of Health Library. These items are retrieved by MINITEX staff going to the key Twin Cities library facilities. The remaining requests are referred and filled from other MINITEX participating libraries which absorb the cost of retrieving the materials.

MINITEX provides its core service at low cost — one of the lowest cost per unit shared among libraries in the country. It has been nationally recognized as a model interlibrary resource sharing program.

The increased volume of activity that has resulted from out-of-state contractual arrangements contributes to the low unit cost that MINITEX has maintained. In addition, participation of the Office of Library Development and Services, North Dakota, and South Dakota has broadened the base of library collections, and consequently, enhanced resource sharing among all participants, including Minnesota higher education and state agency libraries.

The Coordinating Board contracts with the University of Minnesota for MINITEX services. The University manages day-to-day operations of the program and services at the MINITEX office in Wilson Library. Coordinating Board staff determine the policy direction of the program, set the goals and objectives, define the services, develop budget requests, contract for major services, and represent MINITEX to the legislature and public. An advisory committee assists the Board.

Table III.35
Actual and Projected MINITEX Activity Supported by MINITEX Appropriations and Contracts Fiscal Years 1987-93

Fiscal Year Academic Year	Actual FY 87 (1986-87)	Actual FY 88 (1987-88)	Actual FY 89 (1988-89)	Actual FY 90 (1989-90)	Estimated FY 91 (1990-91)	Estimated FY 92 (1991-92)	Estimated FY 93 (1992-93)
No. of libraries served	216	216	220	220	225	227	229
Document delivery	191,737	200,885	227,041	256,473	297,000	343,000	398,000
Periodical exchanges	6,041	3,131	3,485	3,685	3,900	4,140	4,389
Reference	2,466	1,489	1,268	1,400	1,800	2,000	2,200
No. of OCLC libraries	160	165	164	169	171	170	172
Work sessions	60	70	89	75	105	145	150

Source: MINITEX Office

Table III.34 identifies actual and projected activity supported by direct state appropriations in all major program areas from 1986-87 to 1992-93 while Table III.35 shows total program activity for the same period.

The 1989 Legislature appropriated $1,045,000 for Fiscal Year 1990 and $1,083,000 for 1991.

Status: Document delivery, the union list of serials, and on-line catalog are the core MINITEX services, and they continue to be provided at no cost to participating libraries. Periodical exchange and the reference service have been identified as secondary services and are being provided to participating libraries on a fee basis. Only those libraries willing and able to pay have access to reference and periodical exchange services. Because of the decrease in the number of libraries using these services (and, consequently, decreases in the number of reference questions and periodical exchanges), the unit costs and fees for these services have increased significantly.

To restore full document delivery service, the 1989 Legislature responded to the Board's priority request for MINITEX by appropriating an additional $610,000 to the base budget for the biennium beginning July 1, 1989. This appropriation was to enable MINITEX to reverse some of the program adjustments made in 1987-89 and to process six percent more document delivery requests during each year of the 1989-91 biennium. However, requests by academic and state agency libraries for document delivery service increased 14.8 percent in Fiscal Year 1990 and are estimated to increase by 18 percent in Fiscal Year 1991.

With additional funding during the 1988-91 biennium, MINITEX added staff and equipment to respond to the increasing demand for document delivery. However, space limitations at the University prevent the continued expansion of the MINITEX central office. Increased funding to support the establishment of regional service nodes (such as Duluth, Mankato, Moorhead, and St. Cloud) is required to handle the projected increase in the number of document delivery requests.

MINITEX does not own books or periodicals itself, but rather it is the network through which libraries share material with each other. MINITEX cannot help libraries share what they do not own. The underlying principle for participating in MINITEX is that 95 percent of the materials are provided locally, and MINITEX will provide no more than five percent of the information and materials needed by an institutions. However, the increase in requests has raised questions about whether some two and four-year academic institutions have adequate

library resources to meet typical local user needs. An intersystem planning group staffed by the Coordinating Board has studied the status of academic libraries in Minnesota and found that there has been a decrease in the purchase of books and other monographs while enrollments have increased. While interlibrary resource-sharing and the computerization of libraries have maximized the use of current resources, they cannot substitute for maintaining adequate local collections.

Private Institutions Registration Program

Objective: To assure the authenticity and legitimacy of private institutions that provide post-secondary education to Minnesota residents.

Statutory Authority: *Minn. Stat.* Sections 136A.61-136A.71 (1990).

Background: The Private Institutions Registration Program was established by the 1975 Minnesota Legislature in response to an increasing number of inquiries and complaints by students which pointed to possible abuses in the advertisement and delivery of post-secondary education in Minnesota. Implementation of the program began in 1977. Several amendments to the act were adopted by the 1978 Minnesota Legislature; they clarified the intent of the law and expanded its effect to include public schools located outside Minnesota which offer programs or courses within the state.

The program ensures protection of student records, disclosure of certain information to students and prospective students, financial stability of educational institutions, appropriate curriculum, faculty, and physical facilities for education programs, and adequate governance of educational institutions. The procedures also assist institutions by providing guidelines to private schools offering programs and courses in Minnesota, helping to protect legitimate and authentic institutions from unfair competition, and offering guidelines and assistance to developing institutions and experimental programs.

Schools under the purview of this program must register annually with the Coordinating Board. Once an institution has registered, the Coordinating Board staff reviews material that has been submitted and recommends Board action concerning institutional names and the granting of degrees.

The Board maintains a list of registered schools, schools approved to offer specified degrees, and schools approved to use the name "academy," "college," "institute," or "university."

Status: By the end of 1990, 76 institutions were registered with the Coordinating Board, 52 were approved to grant degrees, and seven were approved only to use certain terms in their names. Seventeen were simply registered. Several institutions have been discouraged from operating in Minnesota or have been denied approval.

In 1989 and 1990, the Coordinating Board approved two Minnesota institutions and one out-of-state school to offer degrees in Minnesota; a Minnesota institution was approved to use the term "academy" in its name; and an out-of-state institution was approved to use the term "university" in its name. In addition, five Minnesota institutions were approved by the Board to offer new degrees. Three schools discontinued operating as post-secondary institutions in Minnesota; two discontinued offering a degree. In addition, three schools' conditional approval was changed to approval. Table III.36 lists the changes in the list of registered and approved institutions from January 1989 through September 30, 1990.

Minnesota Post-High School Planning Program

Objective: To provide information to help students make post-secondary education plans and to provide post-secondary institutions with information useful in the admission, advising, and placement of prospective students.

Statutory Authority: *Minn. Stat.*, Sections 136A.85-136A.88 (1990).

Background: In 1985-86, the Minnesota Higher Education Coordinating Board directed staff to review the Post-High School Planning Program. Coordinating Board staff consulted high school counselors, post-secondary personnel, high school juniors, and former students to seek improvements in the test and data base administration.

Table III.36
Changes in the List of Registered and Approved Institutions
January 1, 1989 — December 31, 1990

New Name Approvals	
Bemidji Beauty Academy	
College of the Associated Arts	(formerly School of the Associated Arts)
Drake University	
University of St. Thomas	(formerly the College of St. Thomas)
New Degree Approvals	
Alfred Adler Institute of Minnesota	Master of Arts
Augsburg College	Master of Social Work
College of St. Catherine	Master of Physical Therapy
	Master of Social Work*
Concordia College (St. Paul)	Master of Arts
Dunwoody Institute	Associate in Applied Science
Mayo Foundation	Master of Physical Therapy
NAES College	Master of Nurse Anesthesia
University of St. Thomas	Bachelor of Arts**
	Doctor of Psychology
	Master of Social Work*
Conditional Approval Changed to Approval	
Pillsbury Baptist Bible College	Bachelor of Arts
	Bachelor of Science
Vermont College of Norwich University	Master of Arts
National College	Associate of Applied Science
	Bachelor of Science
Registered Institutions Added to the List	
International Center for Technology, Business, and Law	
Minnesota School of Acupuncture and Herbal Studies	
Northern Lights School of Massage Therapy	
Northern School of Chinese Medicine	
School of Professional Massage	
Institutions No Longer Offering Post-Secondary Education in Minnesota	
College of St. Teresa	Bachelor of Arts
	Bachelor of Science
	Bachelor of Social Work
Kotz School of Management (merged with the University of St. Thomas)	Master of Business Administration
South Dakota State University	
Degrees No Longer Offered in Minnesota	
St. Olaf College	Bachelor of Science in Nursing
College of St. Benedict	Associate of Arts

*A cooperative program of the College of St. Catherine and the University of St. Thomas.
**Conditional approval until January 31, 1991.

In fall 1986 the Board endorsed a proposal of the program's advisory task force to establish an integrated system of assessment and information to help Minnesota residents in eighth grade through adulthood to make better education and career decisions. The 1987 Legislature approved expansion of the program's statutory authorization to serve secondary students in grades 8 through 12 and adults.

Proposals were evaluated through extensive consultation with the constituencies served by the program. In 1988, the Board entered into a five-year contract with the American College Testing Company (ACT) to provide an assessment for college admission and to provide a background survey. ACT also provides data base management services.

Program Components: The program serves the following groups of people:

- **Eighth Grade Students.** All eighth grade students in Minnesota public and private junior high and middle schools receive information about the wide variety of options for them in high school and beyond, and the importance of preparing well academically, and the availability of financial aid to help them afford post-secondary education.
- **High School Juniors.** Testing in the junior year provides an assessment for college admission, for career planning, and for a plans and background questionnaire. High school juniors and their guidance counselors receive information on student aptitudes, interests, and chances of success in Minnesota post-secondary institutions to help them plan for education and careers after high school.
- **High School Seniors.** They receive the Minnesota College Admission Application form which simplifies the application process so they don't have to keep track of multiple application forms. By listing post-secondary institutions in Minnesota, the application also informs prospective students of choices available to them when selecting a Minnesota post-secondary school.
- **High School Guidance Counselors.** They receive information from the junior year testing program that helps them advise their students about plans for education and work beyond high school. The counselors also receive from the Board a comprehensive guide containing current information about Minnesota post-secondary education. It includes information on admissions policies of post-secondary institutions and academic program offerings. Counselors also receive a calendar of events, videotapes, financial aid information, and other materials to aid them in counseling students.
- **Parents.** Parents receive information on how they can help their children prepare academically and how they can prepare financially for their children's education beyond high school. The information is tailored to various stages of their children's lives.
- **Adults.** Initial efforts have been made to summarize for adults beginning or returning to school the resources and opportunities available to them.
- **Post-Secondary Institutions.** Minnesota colleges receive information to help them identify students and adults whose talent, interests, and needs match their programs and services. The information helps them recruit, admit, advise, and place new entering freshmen.
- **State Planning and Policymakers.** They receive a continuous inventory of the talents, plans, needs, and other characteristics of students and adults.

Status: The 1989 Legislature appropriated $184,000 for each year of the 1990-91 biennium for the program. In addition, the legislature appropriated $50,000 for Fiscal Year 1990 and $65,000 for Fiscal Year 1991 for a campaign to inform parents.

- **Eighth Grade Students.** Approximately 60,000 *Future Choices* booklets and planning charts are sent to every school serving eighth grade students. Schools can also obtain a *Future Choices* videotape that was developed in 1986.

In fall 1990, the Board developed a new videotape emphasizing the link between high school course selection and life after high school.

- **Junior Year Testing.** High school students who take ACT tests between February and April of their junior year, complete the Plans and Background Questionnaire, or take the Career Planning Program become part of the Post-High School Planning Program. Student fliers are printed and distributed to high school juniors informing them of the Post-High School Planning Program.

In the first year of the contract with ACT, 7,091 high school juniors took ACT tests on the February PSPP date, and 4,228 took the background questionnaire. This represented 20 percent of the total population of Minnesota high school juniors.

During the 1989-90 school year, two additional test dates were included with the program. In Minnesota 11,566 high school juniors took ACT tests on PSPP dates, and 20,877 completed the background questionnaire. This represents 50 percent of the total population of Minnesota high school juniors.

- **High School Seniors.** To simplify the application process, 250,000 copies of the Minnesota College Admission Application form were printed and mailed to Minnesota schools.
- **High School Guidance Counselors.** Minnesota high school counselors received *Life After High School: A Catalog of Resources.* One free copy of the *Minnesota Post-Secondary Education: A Guide for Counselors* was mailed to each high school. They also received ACT student and high school reports, Plans and Background reports, and other reports.
- **Parents.** A primer, *Get Ready*, for parents was published in fall 1990 to address what parents can do to prepare financially and help their children prepare academically for post-secondary education. The primer was published November 1990 in *Minnesota Monthly*, and an additional 100,000 copies also were to be distributed.

A media campaign was conducted in conjunction with the release of the primer.

- **Adults.** A brochure for adults beginning or returning to school has been published and distributed on a pilot basis in summer 1990.
- **Post-Secondary Institutions.** In the fall they receive a free computer tape with the background, interests, and high school rank information about high school juniors who have released the information to the Post-High School Planning Program. Reduced cost for an earlier tape is also available.
- **State Planning and Policymakers.** They receive statewide data analysis of the PSPP data upon request.

Coordinating staff are continuing efforts to improve further the convenience and efficiency of the services to the various constituencies and to increase the participation.

Osteopathy and Optometry Contracts

Objective: To provide opportunities for Minnesota residents to pursue professional studies in optometry and osteopathy and to ensure a stable supply of qualified professionals in optometry and osteopathy for the state by contracting for student spaces in institutions located in other states.

Background: The Optometry and Osteopathy Contracting Program was established in 1977 to respond to projections of a diminishing supply of professionals in both health areas in Minnesota. Since there are no professional programs in either optometry or osteopathy in Minnesota, the method of contracting for a specified number of seats in each entering class is designed to assure a stable pool of professionals committed to practicing in the state.

The Board is authorized by statute to contract for placement of up to 10 seats in colleges of osteopathy and up to 13 seats in schools of optometry. However, the 1987 Legislature initiated a phaseout of the program by eliminating funding for new participants.

Status: The 1989 Legislature appropriated $95,000 for Fiscal Year 1990 to complete the fiscal portion of the phaseout of this program. The legislature also approved language repealing the program June 30, 1990.

In a related action, the 1987 Legislature directed the Coordinating Board to study the potential expansion of the Graduated Repayment Income Protection Program (GRIP) to include graduates of optometry and osteopathic medicine programs.

In response to a Coordinating Board recommendation, the 1988 Legislature adopted language to include in GRIP Minnesota residents graduating from optometry and osteopathy programs. To date, one osteopath and three optometrists are participating in the GRIP program.

Table III.37
Status of Participants in Optometry and Osteopathy Contract Program
Fiscal Years 1982-1990

	Fiscal Years								
Optometry	**1982**	**1983**	**1984**	**1985**	**1986**	**1987**	**1988**	**1989**	**1990**
No. of Graduates	5	13	13	5	2	7	5	5	5
No. Completed Obligation	4	12	10	5	2				
No. in Process of Completing Obligation			1			5	5	3	
No. in Residency/Approved Delay								2	5
No. in Repayment	1	1	2			1			
No. Discharged Through Bankruptcy						1			
Osteopathy									
No. of Graduates	7	8	8	5	6	5	5	5	4
No. Completed Obligation	4	3	1						
No. in Process of Completing Obligation	2	2	2	2		1			
No. in Residency/Approved Delay		1	1	3	6	3	5	5	4
No. in Repayment	1	2	4			1			

Source: Minnesota Higher Education Coordinating Board

Table III.37 shows the number of participants and the current status of the participants.

Dwight D. Eisenhower Mathematics and Science Education Grants

Objective: To help states improve the quality of science and mathematics instruction.

Authority: Dwight D. Eisenhower Mathematics and Science Education Act (P.L. 100-297).

Background: The Eisenhower Act allocates financial assistance by formula to the states to improve the skills of teachers and the quality of instruction in mathematics and science.

1989 Program: Minnesota received $1,804,109 for 1989-90. The State Department of Education administered 75 percent of the state's allocation for expansion and improvement of inservice training of elementary and secondary teachers and for demonstration projects in mathematics and science. The Coordinating Board received 25 percent of the Eisenhower funds. These funds were made available to post-secondary institutions on a competitive basis for inservice training of elementary and secondary teachers and for programs to improve student understanding and performance.

The Coordinating Board in August 1989 approved 19 grants totaling $428,477 to 11 higher education institutions. The 11 institutions were: University of Minnesota-Twin Cities (4 grants), College of St. Catherine (2 grants), St. Cloud State University (3 grants), Mankato State University (2 grants), Southwestern Technical Institute, Northland Community College, College of St. Thomas, Moorhead State University (2 grants), Augsburg College (2 grants), University of Minnesota-Morris, and Concordia College-Moorhead.

1990 Program: Minnesota received $1,804,109 for 1990-91. In August 1990, the Coordinating Board approved the awarding of 20 grants totaling $428,477 to 13 higher education institutions.

The 13 post-secondary institutions were: St. Cloud State University (2 grants), Mankato

State University (2 grants), University of St. Thomas, University of Minnesota-Morris (2 grants), College of St. Benedict, Moorhead State University, Augsburg College, Northland Community College, Concordia College-Moorhead, University of Minnesota-Duluth, University of Minnesota-Twin Cities (3 grants), College of St. Catherine, and College of St. Scholastica.

From 1985 to 1990, the Coordinating Board approved 100 projects in mathematics and science using $2,359,554 of federal grant funds. Many of the projects were program models and subsequently received supplementary grants and larger grants from the National Science Foundation (NSF), private foundations, business and industry. MHECB-funded projects also have encouraged and increased collaboration among mathematics and science faculty and their public school counterparts on instructional resources, curriculum issues, and instructional methodologies.

MHECB Campus Community Service Grants

Objective: To support campus community service projects emphasizing students performing as tutors or mentors to their younger peers.

Authority: *Laws of Minnesota for 1989*, Chapter 293, Section 2, Subd. 2(e).

Background: The 1989 Minnesota Legislature appropriated $150,000 for the biennium for matching grants to post-secondary institutions that submit acceptable proposals for campus community service projects emphasizing students performing as tutors and mentors to their younger peers, especially at-risk youth.

1989 Program: Using a competitive grant process, the Coordinating Board awarded matching grants of approximately $10,000. These grants funded one-half of the salary and fringe benefits of a newly hired staff person to coordinate and promote service-learning involvement. Priority was given to campus projects emphasizing students performing as tutors or mentors to their younger peers and to projects integrating a deliberate learning component into program activities.

The Coordinating Board in December, 1989 approved 12 grants to the following higher education institutions:

Concordia College-Moorhead, Metropolitan State University, Augsburg College, Lakewood Community College, Rochester Community College, Arrowhead Community College, College of St. Catherine, University of Minnesota-Duluth, College of St. Thomas, College of St. Benedict, Winona State University and Bethel College.

The Board selected the Minnesota Campus Service Initiative (MCSI) as a contractor to coordinate funded projects. Established in 1987, MCSI was the first state-based initiative created to promote and support college student involvement in community service and learning activities. MCSI is a project of the National Youth Leadership Council, based in St. Paul; its mission is to develop service-oriented youth leaders.

Enterprise Development Partnership Centers

Objective: To increase the success rate of new and expanding businesses through the cooperative effort of all available community resources from the business, government, and education sectors.

Background: The 1985 Minnesota Legislature created a program called Enterprise Development Partnership Centers, which was designed to help local communities pool business development expertise to help new businesses get started and grow. The pilot program was funded for three and a half years with a total appropriation of $952,000.

The program provided funding to four centers in Greater Minnesota, located in Bemidji, Crookston, Otter Tail County, and the Iron Range, and two Twin Cities centers. The goals of the pilot program were to help newer businesses get started and expand in the communities served, to pool local business assistance resources, and to develop locally self-sufficient centers.

Status: The 1989 Legislature did not provide funding for the program. In October 1989, Coordinating Board staff presented a report summarizing experience with the program and offering recommendations that could guide others who may develop local or regional business development efforts in Minnesota in the future.[5]

[5]Minnesota Higher Education Coordinating Board. *Final Report of the Pilot Enterprise Development Center Program* (October 1989).

The report concluded that lessons learned from the pilot program would assist the development of future business development initiatives funded by the state and other organizations. To accomplish this goal the Board distributed the report to the Greater Minnesota Corporation and Department of Trade and Economic Development.

The program served 1,896 businesses. Of those, 289 businesses were started, 145 expanded, and 155 were maintained. Of these businesses, it is estimated by the centers that 851.5 jobs were created and 280 were saved through the assistance of the centers. This amounts to a state investment of $842 per job. The estimated total payroll of these jobs in 1989 will be over $13 million, for an average annual salary of $11,600. In addition, businesses assisted received over $20 million in financing through the assistance of the centers.

The program was also successful in pooling local resources available to the entrepreneur. This was accomplished through board representation, informal cooperation, and by direct contracts between the centers and other business assistance organizations.

The program was less successful in reaching the goal of local self-sufficiency for the centers. Businesses, local government, and foundations all provided support to the centers. However, little income was generated in client fees. Many potential entrepreneurs that come to the centers are unable to pay up front, and many may not generate enough income to pay for all the services they receive. Entrepreneurs that do have up front funding will buy business services from lawyers, accountants, and businesses consultants on their own. Thus, it may be unreasonable to expect that the centers themselves can generate enough income from fees only to cover their expenses. A more viable option, not tested over a long enough period of time by the program, would be to share some way in the profits of companies that are successful through the centers' help. These companies could then subsidize some of the services offered to less successful client businesses.

The centers encountered several problems and issues over the three and a half years of their operation. These can be grouped as organizational, funding, and service delivery issues. In general, the centers were able to resolve many of these problems, and their outcomes can provide useful information to funders of similar organizations in the future.

Appendix

The appendix contains summaries of the annual meetings of governing boards and symposia sponsored by the Coordinating Board. It also includes the Board's comments on annual reports by the Higher Education Facilities Authority and contains a listing of Board advisory committees during the biennium. Last is a list of Board reports and publications completed during the past two years.

Summary of Annual Meetings of Education Governing Boards

Update on M SPAN 2000

An update on the Minnesota Study of Post-Secondary Access and Needs (M SPAN 2000) was the theme of the annual meeting of education governing boards February 14, 1990 in Minneapolis.

Several presentations provided background for the study. Thomas Gillaspy, state demographer with the Minnesota State Planning Agency, provided a profile of Greater Minnesota residents. An overview of the changing economies of Greater Minnesota was provided by Lee W. Munnich Jr., assistant commissioner with the Minnesota Department of Trade and Economic Development. Two officials of the Greater Minnesota Corporation discussed technologies in the future of Greater Minnesota. They were Bruce Merrifield, interim president, and Emily Galulsha, vice president of programs.

Carol Aslanian, of the College Board, which was preparing the initial phase of the M SPAN II project, gave a progress report on the study.

Members of the Higher Education Advisory Council discussed their preliminary proposals for new undergraduate and graduate education opportunities in the Twin Cities metropolitan area.

Keynote speaker was Gordon K. Davies, director of the Virginia Council of Higher Education. Virginia's Commission on the University of the 21st Century recently had completed its work, and issued a report on its vision for the future.

Discussion of Alternative Strategies for M SPAN 2000

Officials of SRI International, consultant to the Coordinating Board for M SPAN I, covering the urban corridor, presented their alternative strategies January 18, 1989 in Minneapolis. The SRI presentation was followed by a reactor panel and a Higher Education Advisory Council panel.

Keynote speaker for the meeting was Ellen Earle Chaffee, vice chancellor of academic affairs of the North Dakota Board of Higher Education. She spoke on, "The Future of Post-secondary Education: How Do We Decide."

25 Years of Minnesota Higher Education

A look back at Minnesota higher education from 1965 to 1990 and a look forward was the theme of the annual meeting December 12, 1990 in Minneapolis.

Forums

Meeting the Needs for Practitioner-Oriented Graduate Programs in the Metropolitan Area

As part of the follow-up process to the Minnesota Study of Post-Secondary Access and Needs (M SPAN 2000) Phase I, a forum was presented October 3, 1989 on "Meeting the Needs for Practitioner Oriented Graduate Programs in the Metropolitan Area." Approximately 100 representatives of higher education, business, government, and other organizations attended.

A key finding of the M SPAN I report was that there are gaps in providing practitioner-oriented graduate programs in the urban corridor and that additional master's programs should be developed to meet the needs of working professionals.

Keynote speakers were Joel L. Barries, senior economist and director, Utilization Studies Group, National Science Foundation; and Clifton F. Conrad, professor of higher education and coordinator of the doctoral program in higher education at the University of Wisconsin-Madison. Conrad is conducting a national study of master's degrees.

Representatives from four pre-forum seminars (education, business and finance, health and social services, and engineering and technology) summarized discussions at their meetings. The forum concluded with a dialogue involving the state's higher education leaders and representatives from business and government.

Cosponsors of the meeting were the Coordinating Board, Minnesota Wellspring, and the Minnesota High Technology Council. Proceedings are available.[1]

Science and Technology

Representatives of education, associations, and private

[1]Minnesota Higher Education Coordinating Board, *Meeting the Needs for Practitioner-Oriented Graduate Programs in the Metropolitan Area* (October 3, 1989).

companies on April 18, 1990 participated in a discussion of issues related to science and technology education.

The forum was presented by the Coordinating Board, in cooperation with Minnesota Wellspring and the Minnesota High Technology Council, as part of a series in response to Phase I of the M SPAN study covering the urban corridor. In Phase I, SRI International, the Board's contractor, concluded that needs for science and technology education were among the most critical facing the state.

The participants discussed three major themes that emerged from pre-forum discussions, interviews, and surveys — (1) unmet demand for people with math, science, technology and engineering skills; (2) perceived deficiencies in graduates in these fields; (3) increasing unmet demand for professional development opportunities for engineering, science, and technology professionals.

In the pre-forum activities, representatives of industry and education agreed that Minnesota faces a crisis in the supply of expertise in science, technology, and engineering; and the situation could become more serious if trends are not reversed.

Several factors contributing to the problem were discussed at the forum — demographic trends, societal attitudes, student preparedness, lack of professional development opportunities, and insufficient institutional resources.

Sexual Harassment and Sexual Violence

Administrators of Minnesota post-secondary education institutions participated in a symposium on Sexual Harassment and Sexual Violence sponsored by the Coordinating Board November 28, 1989.

The 1989 Legislature directed the state's post-secondary education systems and institutions to adopt policies and procedures regarding sexual harassment and sexual violence and asked the HECB to coordinate this mandate.[2]

The symposium was designed to provide information to help administrators understand sexual violence and harassment and to develop appropriate institutional policies and procedures to address the problem.

Guest speakers were Hubert H. Humphrey III, attorney general of Minnesota; Nancy Biele, executive director of the Sexual Violence Center of Hennepin and Carver Counties; and Linda Howard, counsel to the president, Hunter College of the City University of New York.

A set of two videotapes of the symposium is available from the Coordinating Board for $35.

Status: The Coordinating Board in fall 1990 was assembling copies of institutional policies and preparing a report to the legislature. A follow-up symposium was being considered with the cooperation of the Attorney General and the administration of the College of St. Benedict. The symposium would consider the report and explore further development of institutional policies.

[2] *Minn. Stat.* 135A.15

Exploring a Minnesota Business/Higher Education Alliance

Minnesota's business and education leaders met April 19, 1989 in St. Paul to explore the advantages and disadvantages of creating a joint business-higher education forum to address issues of common concern.

The leaders were gathered for "Exploring a Minnesota Business/Higher Education Alliance," a conference sponsored by the Coordinating Board, the Minnesota High Technology Council (MHTC), and Minnesota Wellspring.

The conference was held in response to the final M SPAN report by SRI, which urged Minnesota leaders to examine how education and business could be linked to promote responsiveness to business needs and support for education.

The conference highlighted speakers from three business-education forums: Don M. Blandin of the National Business-Higher Education Forum in Washington D.C.; Margaret L. Roe, executive director of the Florida Education & Industry Coalition; and Robert Berger, a member of the Bay Area Council Employment Training Forum in San Francisco. Speakers urged conferees to ensure that top executives are involved in business-education forums and to focus forum efforts on specific issues of common concern.

Governor Rudy Perpich opened the conference. He urged business to work with post-secondary education and state government to improve education through sharing resources and staff, and through

program development aimed at jobs of the future. He urged leaders to consider creating an ongoing partnership in Minnesota similar to one he was forming nationally through the Education Commission of the States.

Charles Denny, president and chairman of ADC Telecommunications, noted that businesses are increasingly dependent on employees who have the knowledge and skills necessary to stay abreast of technological changes. He stressed the need for a common voice to present business and education needs to the legislature.

Boyd Burton, chief executive officer of Biotrol, Inc., and Rex Krueger, president of Krueger and Associates, spoke about the possibilities for collaboration between University researchers and industries. Burton said new ideas often come from academe, and cautioned conferees about the perils of underpaying faculty and letting equipment deteriorate. He suggested creation of a government-business-education coalition to develop long-range plans for post-secondary education.

Higher education leaders Margaret Preska, president of Mankato State University; Anton Potami, from the University of Minnesota; and Charles Neerland, of the Coordinating Board; discussed the need for continuing and expanding links with business while maintaining institutions' educational missions. They noted diverse ways post-secondary resources and personnel can and do benefit Minnesota businesses.

Conference participants, including leaders of the four public post-secondary systems, concluded that exploration of concerns common to business and education should continue. However, participants questioned the need for a new organization. They suggested that conference sponsors review the work of existing organizations and how business and education leaders could complement existing efforts. David Powers, executive director of the Coordinating Board and conference moderator, agreed to discuss with co-sponsors MHTC and Minnesota Wellspring the possibility of periodic conferences to explore specific issues.

Review and Comment on Higher Education Facilities Authority Annual Report

The Coordinating Board is required to review and comment upon the annual report of the Minnesota Higher Education Facilities Authority and to make recommendations that it deems necessary to the governor and legislature.[3]

In March 1989, the Board approved for transmittal to the governor and legislature a paper commenting on the Fiscal Year 1988 Annual Report of the Minnesota Higher Education Facilities Authority.[4] In May 1990, the Board approved a paper commenting on the Fiscal Year 1989 Annual Report of the Facilities Authority.[5]

The Board's papers provide background on the Authority and review and comment on the Authority's reports and issues in the use of tax-exempt financing for educational facilities.

1988 Report: Four projects totaling $21,315,000 were financed in Fiscal Year 1988. Gustavus Adolphus College received financing to remodel the Johnson Student Union, construct campus roads and expand parking, and construct an Interpretive Center in the Arboretum ($2,550,000). The College of St. Thomas used proceeds from an issue to build additions to and remodel Murray Hall and Brady Center, repair the roof and exterior of Grace and Cretin Residences, renovate the heating plant, acquire and install computer hardware and software, and acquire real property adjacent to the St. Paul Campus ($11,100,000).

The Board for Community Colleges financed the construction of a residence hall on the Vermilion Community College campus ($1,300,000). This was the first issue for a public institution under the program. The College of St. Benedict used the proceeds from the issue to construct and furnish a student residence hall, renovate St. Teresa Hall, add central air conditioning to Claire Lynch Hall, and construct a storm sewer system on campus.

An analysis of the financial report shows that the Authority is fiscally sound. The accumulated unrestricted funds in the General Operating Fund increased to $805,946 at the end of Fiscal Year 1988, an increase of 13 percent. This balance now

[3] *Minn. Stat. 136A.42* (1990).

[4] Minnesota Higher Education Coordinating Board, *Review and Comment on Fiscal Year 1988 Annual Report of the Minnesota Higher Facilities Authority* (March 1989).

[5] Minnesota Higher Education Coordinating Board, *Review and Comment on the 1989 Annual Report of the Higher Education Facilities Authority* (May 1990).

equals approximately 390 percent of the annual operating expenses of the Authority.

As a result of a study in 1984 which analyzed the administrative fiscal requirements, the Authority changed its method of charging fees. It also established a formula which will rebate a pro-rata share of any excess funds that it has accumulated in the General Operating Fund to all colleges with outstanding bond issues of the Authority. Based on the established formula, no rebate of the $805,946 balance will occur for Fiscal Year 1988.

With respect to the default by Golden Valley Lutheran College in 1985, the Authority is working with the Bond Trustee and Lutheran Bible Institute, the owner of the remainder of the campus, to resolve the situation. Interest and principal payments on the outstanding bond issue ($1,340,000) are being made from the General Bond Reserve. The amount paid to date from the General Bond Reserve is $477,237. Because of the asset value of the campus, the Authority believes that no losses will occur because of the default, and that the General Bond Reserve will be reimbursed in full when the campus is sold.

1989 Report: The 1989 Legislature increased the Authority's authorization to issue tax-exempt revenue bonds from $150 million to $250 million. As of June 30, 1989, the Authority had financed 60 projects with 51 bond issues totaling $177,945,000, of which $115,730,000 was outstanding.

The funds from 44 of the 51 issues were used for construction projects. Funds from three issues were used to refinance prior debt for facilities, funds from one issue were used partially for construction and partially for refinancing prior debt, funds from two issues were used to refinance earlier Authority projects, and the final issue was a pooled project in which 10 institutions funded projects.

Three projects totaling $13,770,000 were financed in Fiscal Year 1989. The College of St. Scholastica received financing to construct, furnish, and equip student residences; acquire, construct, and equip garage stalls for campus grounds; acquire, renovate and equip office and classroom space in Tower Hall; and install a new campus telephone and computer system ($5,105,000). The College of St. Thomas used proceeds from an issue to renovate Grace and Cretin residences, and construct an addition and remodel Binz Refectory, previously used by the School of Divinity, which will now be used by students of the College ($4,415,000). The William Mitchell College of Law financed the construction of the William E. Burger Law Library ($4,250,000).

An analysis of the financial report shows that the Authority is fiscally sound. The accumulated unrestricted funds in the General Operating Fund increased by 13 percent to $906,840 at the end of Fiscal Year 1989. This balance now equals approximately 410 percent of the annual operating expenses of the Authority. Based on formula for the program, no rebate of the $906,840 balance will occur for Fiscal Year 1989.

With regard to the Golden Valley default, interest and principal payments of the outstanding bond issue ($1,240,000) are being made from the General Bond Reserve. The amount paid to date from the General Bond Reserve is $662,693. Because of the asset value of the Golden Valley Lutheran College campus, the Authority believes that no losses will occur because of the default,and that the General Bond Reserve will be reimbursed in full when the campus is sold.

Advisory Committees

Advisory committees are an important source of information and advice on issues considered by the Coordinating Board. The Board uses the following kinds of advisory committees.

1. **Standing committees** — They advise the Board and its staff on matters that relate to their areas of special competence and concern on an ongoing basis.

2. **Special Advisory Committees or task forces** — They are established from time to time as required to advise the Board and its staff on matters of special but temporary concern. Such advisory groups have specific charges and scheduled dates for completing their work. They are disbanded at the scheduled completion of requested work or by a specified date, whichever occurs first, within the provisions of current law governing advisory task forces.

3. Informal advisory committees established by the executive director.

Each year the Board receives a staff report on advisory committees.[6] It includes a review

[6]Minnesota Higher Education Coordinating Board, *MHECB Advisory Groups, Status Report 1989* (August 1989).

Minnesota Higher Education Coordinating Board, *MHECB Advisory Groups, Status Report 1990* (August 1990).

of the policy governing advisory committees, a list of the Board's committees, statements of their purpose, membership, and membership expiration dates.

Standing Committees

1. Financial Aid Advisory Committee

2. Higher Education Advisory Council

3. Intersystem Planning Group

4. Library Resources Planning Group

5. MINITEX Library Information Network Advisory Committee

6. Paul Douglas Teacher Scholarship Selection Panel

7. Post-High School Planning Program Advisory Task Force

8. Program Advisory Committee

9. Student Advisory Council

10. Summer Scholarships for Academic Enrichment Program Advisory Committee

Special Advisory Committees

1. Credit Transfer Advisory Committee

2. Financial Aid Review Advisory Committee

3. M SPAN (Minnesota Post-Secondary Access and Needs) Phase II Working Group

4. Off-Campus Programs Advisory Committee

5. Parent Information Project Advisory Committee

6. Placement Tracking Systems Advisory Committee

Task Forces

1. Average Cost Funding Task Force

Average Cost Funding Technical Advisory Group

2. Quality Assessment Task Force

Advisory Committees That Have Completed Their Work

The following committees have completed their work in the past two years and have been disbanded:

1. M SPAN Phase I Working Group

2. Design for Shared Responsibility Advisory Committee

3. Time to Completion Study Advisory Committee

4. Task Force on Instructional Technology

5. Task Force on Professional Judgment

6. Guaranteed Student Loan Advisory Committee

7. Common Course Numbering System Task Force

8. Engineering Program Review Task Force

9. Savings Incentive/Prepaid Tuition Study Advisory Committee

10. Discussion Group on State-Level Comparative Data

11. Task Force on Instructional Technology

HECB Reports and Publications

Publications

Report to the Governor and 1989 Legislature (January 1989) — Report and Technical Report.

Focus on Financial Aid (1989 and 1990), annual tabloid on financial aid programs.

Mhecb Report, agency newsletter.

Minnesota Post-Secondary Education Directory (1989 and 1990).

Future Choices (1989 and 1990), booklet for 8th grade students.

Minnesota Higher Education Coordinating Board, brochure describing agency (June 1989 and February 1990).

State Fair Fact Sheets (1989 and 1990).

First Steps for Adults Beginning or Returning to School (1990).

Summer Scholarships for Academic Enrichment, poster and brochure (1989 and 1990).

M SPAN 2000, newsletter.

Child Care Assistance for Post-Secondary Education Students (1989 and 1990).

Life After High School, A Catalog of Resources, 1990-91.

Minnesota Post-Secondary Education Profile, 1990.

Minnesota Post-Secondary Education: *A Guide for Counselors*, 1988, 1989, and 1990 updates (includes admissions and program guides).

Transfer (1989).

Get Ready, magazine for parents (1990).

Keep Your Future on Track, Post-High School Planning Program Poster and Brochure (1989).

SELF, Your Rights and Responsibilities (1989).

Student Educational Loan Fund, SELF Brochure (1990).

Videos

Focus on Financial Aid

Future Choices (2 videos)

Nobody's Default But Your Own (A Right Way and A Wrong Way to Pay for an Education).

Completing the Family Financial Statement (FFS), (also available in 1990, a computer-based tutorial).

Policy Papers

Study of Post-Secondary Education Costs with Coordinating Board Recommendations(January 1989).

HECB Proposals on M SPAN 2000, Phase I (February 1989).

Review and Comment on Maintaining Minnesota's Educational Advantage, Alternative Strategies (February 1989).

Review and Comment on HEAC: A Progress Report on Undergraduate and Practitioner-Oriented Graduate Programs in the Twin City Region (February 1990).

Using the State Grant Program to Promote Timely Completion (February 1990).

Report on Placement Tracking Systems with Coordinating Board Recommendations (February 1990).

Minnesota College Savings Bonds with Coordinating Board Recommendations (January 1989).

Overview of Private Career Institutions Participating in the Minnesota State Scholarship and Grant Program with Coordinating Board Recommendations (May 1989).

Analysis of Implications of the Expansion of the Graduated Repayment Income Protection Program (GRIP) with Coordinating Board Recommendations (November 1988).

An Overview of the Design for Shared Responsibility and the State Grant Program (June 1990).

An Analysis of Post-Secondary Scholarship and Other Mechanisms to Provide Incentives to Students to Pursue International Baccalaureate Degrees with Coordinating Board Recommendations (December, 1989).

Other Reports

Agency Communications Plan (December 1989 and September 1990).

MINITEX Annual Report (April 1989).

MINITEX Library Information Network (March 1990).

Review and Comment on the Task Force on Instructional Technology Report to the Legislature with Coordinating Board Recommendations (January 1989).

Report of the Task Force on Post-Secondary Education Quality Assessment (January 1989).

Directory of Selected Assessment Activities (1989).

Review and Comment on System Reports on Time To Completion and Coordinating Board Study on Using the State Grant Program to Promote Timely Completion (February 1990).

Review of Update of a Report on the Rochester Area Graduate Programs in Computer Science, Electrical Engineering, and Technology Management of the University of Minnesota (February 5, 1990).

Review and Comment on A Report on the Rochester Area Graduate Programs in Electrical Engineering, Computer Science and Technology Management of the University of Minnesota (February 1989).

Review and Comment on System Plans for 1988 (January 1989).

Review and Comment and Recommendations on Fond du Lac Community College Center (January and February 1989).

Procedures to Recover Overpayment of State Scholarship and Grant Awards (December 1989 and February 1990 Update).

Review and Comment on Fiscal Year 1988 Annual Report of the Higher Education Facilities Authority (March 1989).

Review and Comment on Fiscal Year 1989 Annual Report of the Higher Education Facilities Authority (May 1990).

Study of Alternative Governance Arrangements for Two-Year Public Post-Secondary Education Institutions: Staff Report and Analysis with Coordinating Board Recommendations (February 1989).

MHECB Advisory Groups, Status Report (August 1989).

MHECB Advisory Groups, Status Report (August 1990).

Management Plan 1989-92 (September 1989 and March 1990 Update).

Management Plan 1990-93 (September 1989).

Final Report on the Pilot Enterprise Development Program (October 1989).

Meeting the Needs for Practitioner-Oriented Graduate Programs in the Metro Area, Proceedings (October 3, 1989).

Technical Papers and Data Reports

Financial Aid Awarded Fiscal Year 1989 (May 1990).

Teacher Education Students in Minnesota, Annual Report, July 1, 1987-June 30, 1988 (January 1989).

Teacher Education Students in Minnesota, Annual Report, July 1, 1988-June 30, 1989 (November 1989).

Basic Data Series 17, Fall 1988 Post-Secondary Education Enrollment Survey (June 1989).

Basic Data Series 18, Fall 1989 Post-Secondary Education Enrollment Survey (June 1990).

Preliminary Fall 1989 Headcount Report (November 1989).

Preliminary Fall 1990 Headcount Report (November 1990).

Headcount Enrollment by Racial/Ethnic Group, Fall 1988 (September 1989).

Headcount Enrollment by Racial/Ethnic Group, Fall 1989 (September 1990).

Undergraduate Enrollment by Age, Fall 1985 through Fall 1987 (October 1989).

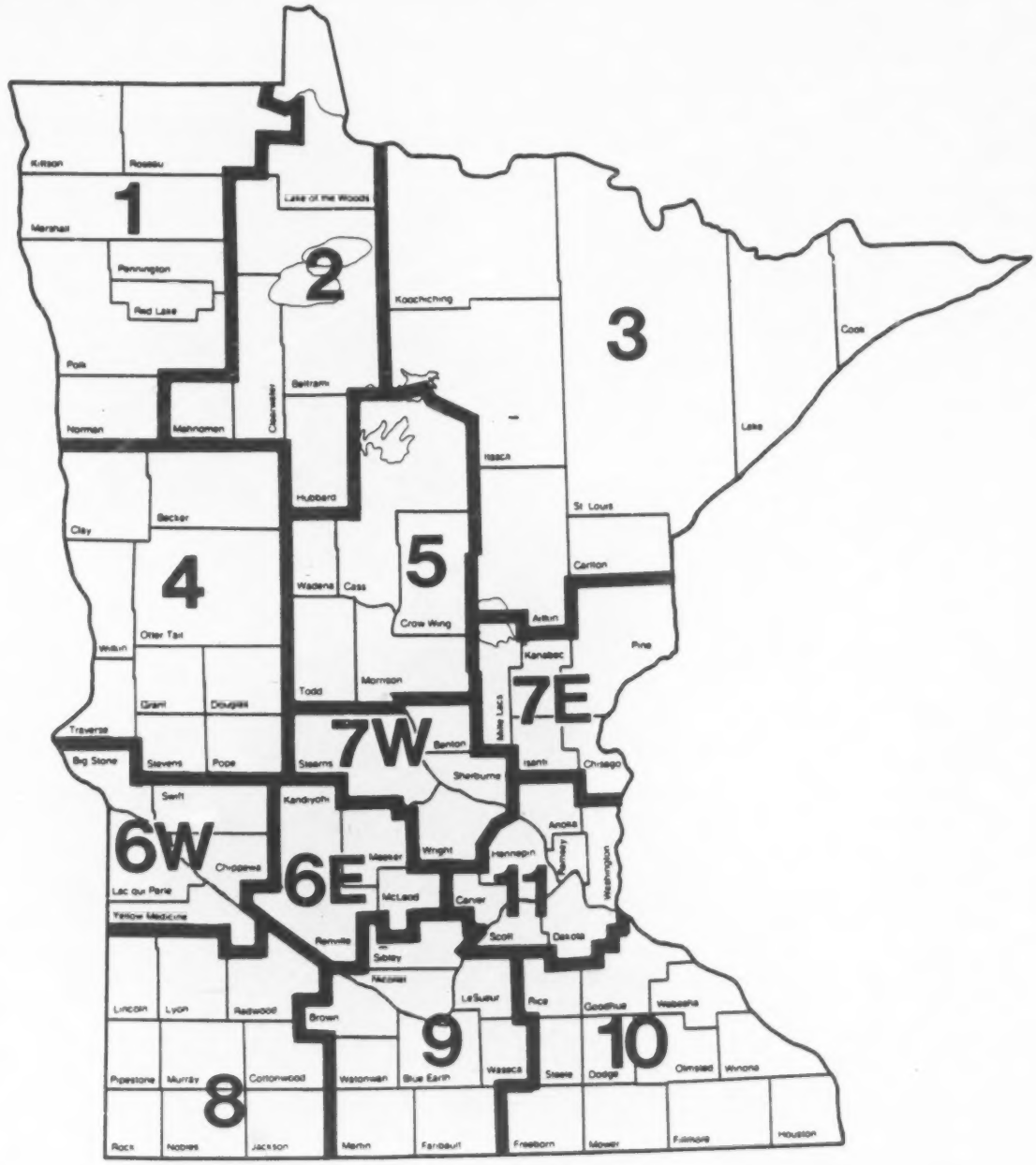
Enrollment Analysis and Outlook, 1990-91 — 1999-2000 (March 1990).

Academic Progress and Persistence of State Scholarship and Grant Recipients (December 1989).

Report of Financial Aid Awarded, Fiscal Year 1987 (June 1989).

Resident Enrollments and Nonresident Tuition: A Status Report (April 1989).

Minnesota Planning Regions



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